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ABSTRACT

Prepared by the California State Board of Education in response to requirements of the Carl D. Perkins Vocational and Applied Technology Education (VATEA) Act, this 10-chapter plan provides the basis for state operation and administration of VATEA funds for 1994-96. The first section describes state economics, demographics, employment rates, training programs, and funding priorities for 1994-96, while the second provides Education Division General Administration Regulations (EDGAR) certifications regarding the VATEA. Section III describes financial regulations and planned use of funds. Section IV focuses on state provisions for special populations, such as students with disabilities and the economically disadvantaged, while section V discusses the state's process when monitoring projects, services, and activities of eligible recipients. The sixth section describes initiatives related to single parents, displaced homemakers, single pregnant women, and sex equity. Section VII reviews planning considerations, section VIII describes program administration, while section IX addresses Title III programs. The final section focuses on the plan review process, including public hearings, review by agencies, and board responses. Appendixes include documentation of state council participation; local plan application and assurances; assurances of reviews and hearings; an inventory of tech prep programs; tech prep proposals and application forms; review forms for local education agency applications; modifications to the Governor's Coordination and Special Services Plan; sample interagency agreements; a memorandum of understanding between the Board of Education and the California Community Colleges Board of Governors; staff qualifications; and annual planning data. (KP)

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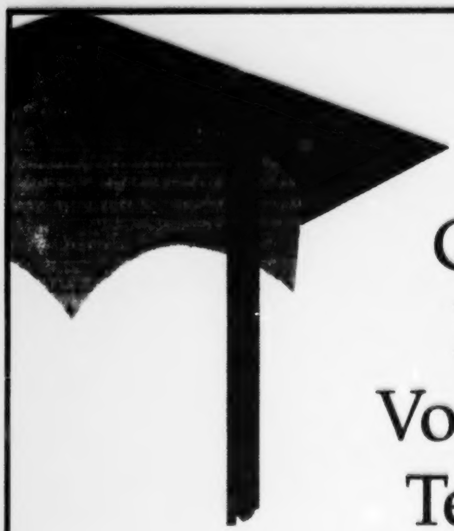

California State Plan For Carl D. Perkins Vocational And Applied Technology Education Act Funds: 1994-96

In Fulfillment of the Requirements
of the Carl D. Perkins Vocational and
Applied Technology Education Act of 1990
P.L. 101-392

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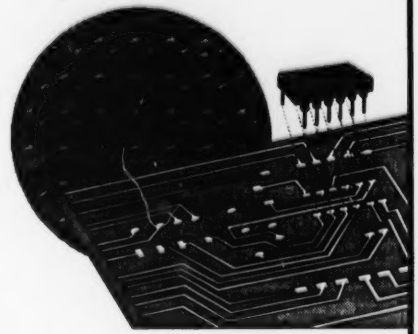

JC 950 102

California Department of Education
Chancellor's Office, California Community Colleges

July, 1994

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SECTION I: INTRODUCTION
SUMMARY

Economic And Demographic Profile Of California

- California is one of the largest and most geographically, economically, and culturally diverse states in the nation. Its 31,000,000 residents represent 12% of the national population. The State is responsible for 13% of the U.S. Gross Domestic Product. It is the national center for foreign trade, handling 3/4 of all goods shipped on the West Coast and 40% of all trade with Asia. Ethnic minorities now comprise 40% of California's population. By the year 2,000, 50% of the State's population will be non-white.

Labor Rates And Unemployment Profile

- Since the 1970s, California's unemployment rate has generally been higher than the national average because of migration and natural increases in the available labor force. The recent economic recession, coupled with defense downsizing, base closures, a reduced aerospace market, and a computer technology slump, has resulted in unemployment rates in recent years that are much higher than the national average. Today, the unemployment rate for California is just over 9%, up from 5% in 1990.

The New, Coordinated, Focused Approach To 1994-96 Perkins Act Supported Activities Based On Three Statewide Priorities

- 1991-94 vocational education programs focused on a variety of local or regional needs determined using various methodologies and data streams. The focus was on funding *target programs.*

- For 1994-96, the focus will be on funding *target activities to address three overarching statewide vocational education priorities.* These priorities will be addressed across all system providers and across all programs. This approach represents an extraordinary and historic intersegmental effort by secondary and postsecondary education to address the same, specific, common state priorities.

- During the recent three years, California has established effective foundations for tech prep, improving access to special populations, improving communication and collaboration between and among practitioners, developing outcomes-based curriculum, and other resources. This structure will be strengthened by a common focus, across systems and programs, on the following three priorities:

- Integration of academic and vocational education curriculum.
- Curriculum and program strategies reflecting workplace needs.
- Instructional and support services responsive to the needs of students who are members of special populations.

The New Spirit And Commitment To Coordination In California

- More than at any other period in the contemporary history of education in California, statewide leadership of secondary and postsecondary education is dedicated and committed to absolute cooperation and coordination in the conceptualization, planning, development, articulation, funding, administration, and evaluation of vocational education in the state. This demonstrable dedication to collaboration and coordination extends from state personnel and policies across to local practitioners and service providers.
- The California Department of Education (CDE) and the Chancellor's Office of the California Community Colleges (COCCC) joined as equal partners to design, fund, and undertake the extraordinary vocational education needs assessment upon which the 1994-96 Plan is based.
- These two agencies have jointly convened all committee sessions designed to generate public and practitioner participation in the analysis of the assessment, identification of statewide priorities, and development of Plan elements.
- Jointly, CDE and COCCC involved over 1,700 individuals in the needs assessment, 100 educational leaders in formal committee meetings to analyze the assessment, 300 field personnel and 50 statewide agencies to develop conclusions and recommendations, and directed copies of the Plan draft to nearly 1,200 reviewers in preparation for hosting 5 regional public hearings on the Plan.
- This spirit of collaboration and coordination has yielded a 1994-96 Perkins State Plan crafted by hundreds of individuals, a plan to guide the development of coordinated and comparable local plans, and an implementation framework designed to facilitate gains and accomplishments in California vocational education in 1994-96.

SECTION I

INTRODUCTION

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LABOR FORCE 1.2
EMPLOYMENT AND TRAINING PROGRAMS 1.4
BRINGING STRUCTURE TO THE FOUNDATION 1.5
THE NEW CALIFORNIA SPIRIT 1.5

INTRODUCTION

Economic Profile

California is one of the largest and most diverse states in the nation. With 31 million people, California is home to 12 percent of the U.S. population, more than any other state. The State has grown rapidly in recent years; its population increased by over 25 percent between 1982 and 1992. Well over half of the increase in population was the result of migration from other states and other countries. A high proportion of recent immigrants to California are from Asia and Latin America. As a result, California now has an ethnic mix of unprecedented diversity.

California is the industrial powerhouse of the West, providing over 13 percent of the U.S. Gross Domestic Product and generating more goods and services than all of the other western states combined. California is a major center for foreign trade, handling three-quarters of goods shipped through West Coast ports and 40 percent of all U.S. trade with Asia.

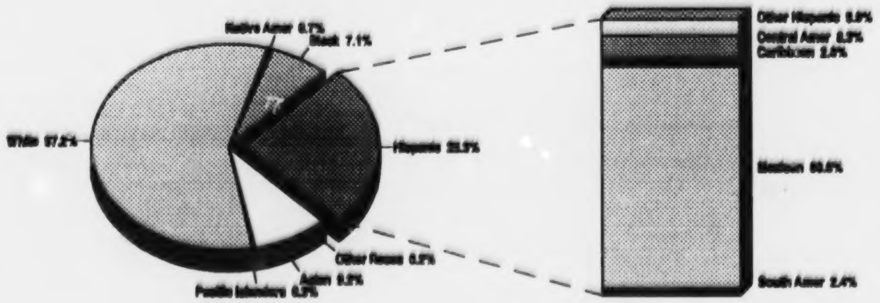
Because of its size, the California economy is not based on any single industry. The more important manufacturing industries are electronics, computers, and aerospace. Tourism is an important source of jobs and the film and entertainment industry is a major force in the state's economy. California is the nation's leading agricultural state, exporting products all over the world and producing much of the nation's supply of fruits and vegetables. However, many other enterprises, ranging from fashion design to oil refining, also contribute to California's prosperity.

Demographics

California's population has grown enormously in the years following the second World War. In 1946, 9.6 million people lived in California. By 1992, the population had increased to 31.3 million. Population growth was very rapid in the 1950s and 1960s, largely as a result of the migration from other states. Growth slowed somewhat in the late 1960s. However, in the mid-1970s, migration to the State picked up and the population resumed its rapid growth. As a result of this growth, California increased its share of the U.S. population from 6.8 percent in 1946 to 12.3 percent in 1992.

A high proportion of recent immigrants to California are from foreign countries. Between 1982 and 1992, net migration from foreign countries was well over twice that from other states. Many of these migrants are from Asia and Latin America. As a result of this migration, California has a very diverse ethnic mix. Non-whites now make up about 40 percent of the California population, and these population groups are themselves more diverse than in the rest of the U.S. For example, California's Asian population includes a high proportion of Indochinese and the Hispanic population includes a significant number of Central Americans.

Table 1.1
Racial And Ethnic Composition
Of California Population



Source: 1990 U.S. Census

Because of continuing immigration and high birth rates, California's non-white population is expected to continue to grow rapidly and will comprise almost half of the state's population in the year 2000.

Two-thirds of California's population lives in the coastal urban areas surrounding San Francisco and Los Angeles.

Labor Force

The California labor force increased rapidly with population in the 1970s and 1980s. During the 1970s, the economy was unable to absorb all these new workers, with the result that the California unemployment rate was consistently higher than the U.S. rate. However, as California emerged from the 1980-82 recession, employment grew rapidly, fueled by increasing defense spending and booming construction markets. The unemployment rate dropped sharply, falling below the U.S. unemployment rate in 1986.

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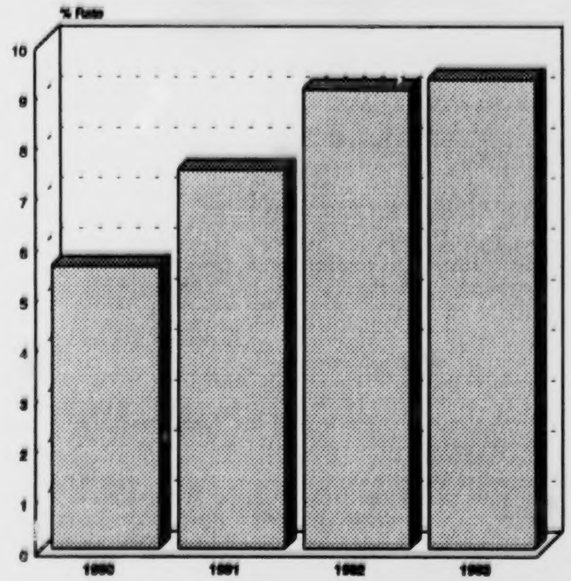
California was hit harder than the rest of the U.S. by the recent recession. Total employment fell slightly, but the labor force continued to grow. As a result, the unemployment rate increased sharply, reaching 9.1 percent in 1992.

Unemployment rates are consistently higher in California's rural counties than in the major metropolitan areas. The agricultural counties typically have the highest unemployment rates. A high proportion of jobs in these areas are seasonal jobs at farms, packing houses, and food processing plants. Many residents are without work for much of the year.

Unemployment also tends to be high in the northern counties. The main industries in these areas--lumber and tourism--are also seasonal. Unemployment is generally higher in the more remote counties and lower in less isolated areas. The central Sierra counties, within easy reach of the San Francisco Bay area and Sacramento, have lower unemployment rates than most other rural counties.

Unemployment rates in the Los Angeles area are generally higher than in California's other major metropolitan areas. Los Angeles has fared less well than the rest of the State in the recent economic downturn as a result of cuts in defense spending. Unemployment rates are lowest in

Table 1.2
State Unemployment Rate
For 1990 - 93



Source: EDD - Labor Market Conditions in California the San Francisco Bay area, where the high technology industries are not as dependent on defense spending.

Employment And Training Programs

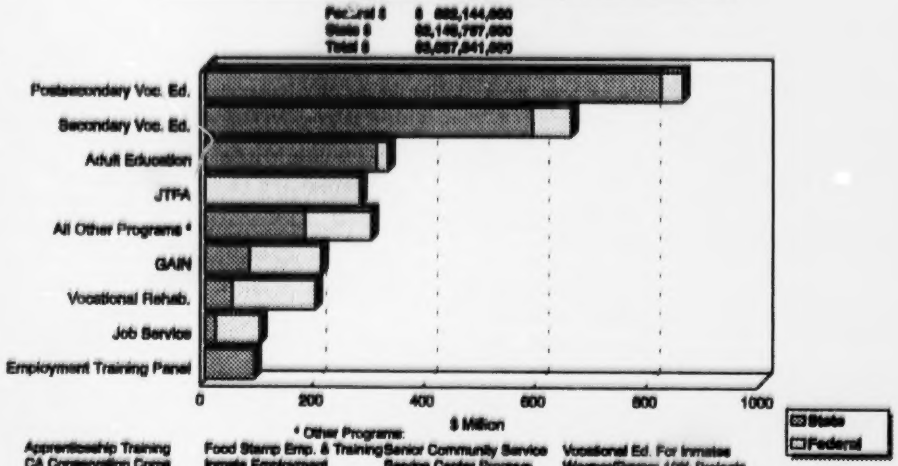
In 1992-93 there were 23 providers of vocational education, job training and employment in California. A total of $3,037,941,000 was allotted to these programs. Of the total $3 billion plus, $892,144,000 were from Federal sources.

Secondary and postsecondary vocational education programs continue to play a vital role in attempting to meet the challenges of the economy that is restructuring the labor force in California.

These two parts of the education system have the primary responsibility to deliver vocational education and training to youth and adults, including criminal offenders. This is accomplished with other providers that include the Regional Occupation Centers/Programs (ROC/P), adult programs, continuation schools, juvenile court and community schools, and private postsecondary and secondary training agencies.

These providers, as well as the others, continue to develop new programs, modify, improve and expand others regardless of serious fiscal constraints, increased enrollments, and new regulations and laws.

Table 1.3
Funding For California
Employment & Training Programs



* Other Programs:

Apprenticeship Training	Food Stamp Emp. & Training	Senior Community Service	Vocational Ed. For Inmates
CA Conservation Corps	Inmate Employment	Service Center Program	Wagner/Peyser 10% Projects
CA Impact	Job Agent Program	Supported Employment	Ward Employment
Career Opportunity Program	Refugee Assistance Services	Special Veterans Services	

Source: EDD 1992

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Although things may sound bleak, California is beginning a slow economic recovery, and as it digs itself out, there is the promise of a well-trained, literate and culturally diverse workforce.

Bringing Structure To The Foundation

1994-96 And Beyond

The Carl D. Perkins Vocational and Applied Technology Education Act funds were used by the State of California in the past three years to focus on the areas of greatest need. These needs were primarily identified by local education agencies and state agency personnel using a variety of methodologies and data streams. Programs and special populations were targeted for funding, leaving many other activities at status quo.

The next two years of funding will focus on the three statewide priorities born from the extensive statewide needs assessment. Unique in itself, these priorities will be required to be addressed across all system providers and in all programs.

California has used its past funding to effectively build the foundations of tech prep; of improving access to special populations; of improving communication and collaboration between and among practitioners, policy makers, and the public; of developing outcome-based vocational education curriculum and numerous other activities. With these foundations and many others in place, the State can begin to strengthen the structure of its vocational education delivery systems across all segments with three common priorities:

- Integration of academic and vocational education curriculum
- Curriculum and program strategies reflecting workplace needs
- Instructional and support services responsive to the needs of students who are members of special populations

The New California Spirit

Along with all the other changes taking place, there is a new spirit of cooperation and collaboration between and among the vocational education, job training and employment providers, including state agency personnel, state boards and various councils, commissions and local providers.

This spirit is reflected in the organization and development of this plan, from the state assessment through final approval of the State Board of Education and the Board of Governors of the Community Colleges.

It is with this new California spirit that the state plan is forwarded.

> **Note:** *The economic, demographic and labor information comes from "California An Economic Profile" produced by California Trade and Commerce Agency, October 1993.*

SECTION II: EDGAR CERTIFICATIONS SUMMARY

The California Department Of Education Formally Assures And Certifies:

- It is eligible to submit the Plan as authorized under the Act
- All provisions of the Plan are consistent with state law
- The Board of Education has approved and adopted the Plan
- The Plan serves as the basis for state programming over 1994-96
- A copy has been submitted to the intergovernmental review process
- The State will comply with all Title I, II, III, and V requirements
- Measurable goals and accounting measures will be developed
- The State will conduct adequate program monitoring
- Section 231 eligible students can participate in Plan services
- The State will comply with the provisions of Section 102
- A system of core measures and standards have been adopted
- There will be emphasis on Section 221 students demonstrating greatest need
- It will support activities related to nontraditional occupations
- It will fund personnel and curriculum development
- It will assess the needs of population segments across the state
- The State will cooperate with SCOVE in carrying out Perkins duties
- No equipment will be purchased where financial benefit is involved
- Funding will help achieve comparability with non-Perkins schools
- It will provide career guidance, counseling, and placement funding
- The State will assure sound fiscal control and proper accounting
- It will comply with all regulations concerning distribution of funds
- It will comply with the provisions of Section 516(a)(1)(A)
- It will comply with lobbying, debarment, and suspension policies
- It will maintain drug-free workplace requirements

The Involvement Of The State Council On Vocational Education

The State Council on Vocational Education (SCOVE) has been an active, full partner in every activity and aspect of this Plan, its development, and the development of the needs assessment upon which this Plan is based. SCOVE members and staff:

☒ Helped to conceptualize the California Plan Executive Steering Committee
☒ Staffed the Cal Plan Committee's Perkins Assessment sessions
☒ Worked in the planning sessions to develop the assessment
☒ Participated in the Committee of Practitioners for Vocational Education (COP) meetings regarding the Plan
☒ Advised on the Plan

Public Hearings For The 1994-96 Plan

Five public hearings were held throughout California. Public notices were published in local adjudicated newspapers in each hearing region. Over 1,200 practitioners, association representatives, program providers, and others were provided a draft of the Plan and an invitation to attend any hearing. Hearings were held in Norwalk, Rancho Cucamonga, Fresno, San Mateo, and Sacramento. The major comments and issues submitted at the hearings and independent of the hearings were considered and the State has provided responses that are appended to the final version submitted by May 1, 1994 to U.S. Department of Education.

The Needs Assessment As The Foundation For The 1994-96 Plan

California undertook one of the most comprehensive vocational education needs assessments in the country. To ensure the broadest possible participation of every impacted constituency, over 100 practitioners, administrators, students, parents, teachers, labor, and business representatives assisted in the preparation of the assessment methodology, survey instruments, definitions, criteria, survey strategies, and respondent populations.

Eight different survey instruments were developed. Nearly 3,000 teachers, administrators, students, and business owners were surveyed. Some 1,700 respondents returned completed instruments and nearly 1,400 surveys were entered and served as the basis of the analyses. Over 600+ occupational forecasts, labor market studies, government wage reports, program evaluations, and related documents were identified, compiled, analyzed, and catalogued. These reports exceeded 25 lineal feet and 25,000 pages of documentation. In all, the assessment generated over 8,000,000 bits of data and almost 250 separate analytic tables. The analysis was based on the views of:

500	Completer students representing all programs and segments
250	Current students from all programs and segments
200	Employers of vocational program completers
225	Teachers/faculty from all programs across all segments
225	Administrators from all programs and segments

The project collected needs data from students in urban schools, rural schools, schools with concentrations of special population students, schools with high concentrations of low achievers, youth offender programs, adult offender programs, and the like. Hundreds of businesses were surveyed as were faculty and administrators across all program types (adult education, ROC/P, community college, high school, California Youth Authority and California Department of Corrections institutions) and from each education segment.

Generating Findings, Recommendations And State Priorities

Over 300 practitioners and 50+ community and professional groups were given full discretion to review all data and develop a consolidated list of needs and statewide priorities. The members of the California Plan Committee, Committee of Practitioners, and the Select Intersegmental Committee comprehensively reviewed the findings. They identified nearly 100 trends, conditions, and indications of needs and programs. They suggested 150 activities and emphases for consideration in local plans. The end product of this vast and comprehensive collaborative process was the identification of three primary, equally important, and overarching statewide priorities for 1994-96:

1. *Integration And Sequencing Of Academic And Vocational Education Curriculum*

- Integrate academic and vocational education curriculum.
- Sequence courses of study that lead to attainment of both academic and occupational competencies.
- Increase linkages between secondary and postsecondary educational institutions, academic and vocational educators, and among education, business, industry, labor, and the community.

2. *Curriculum And Program Strategies Reflecting Workplace Needs*

- Increase student work skill attainment and job placement.
- Enhance the relevance of vocational education programs to the workplace and to the occupations for which students are being trained.
- Promote the development and use of curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skill attainment.
- Provide vocational education students with strong experience in, and understanding of, all aspects of the industry the students are preparing to enter.

3. *Instructional And Support Services Responsive To The Needs Of Students Who Are Members Of Special Populations*

- Increase access and retention in improved vocational education programs.
- Provide needed support services, with increased emphasis on guidance and counseling and placement and transitional services.
- Monitor successful course and program completion.

SECTION II

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SUBMITTAL

CALIFORNIA STATE PLAN FOR ADMINISTRATION OF VOCATIONAL EDUCATION UNDER THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1990 (PL 101-392)

I. SUBMITTAL

Submitted by the State of California 403.30(a) 113(a)(1)(A)

Adopted by California State Board of Education

On April 8, 1994
(Date)

To be completed by the U.S. Department of Education

Received by the U.S. Department of Education ____________
(Date)

Effective Date of State Plan ____________
(Date)

Approval Recommended ____________

Approved ____________
(U.S. Secretary of Education)

Date Approved ____________

EDGAR CERTIFICATIONS AND EXECUTIVE ORDER 12372

I hereby certify:

34CFR76.104(a)(1) 1. That the State Board of Education in this State is eligible to submit the California State Plan 1994-1996 as authorized under the ***Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (PL 101-392).***

34CFR76.104(a)(2) 2. That the State Board of Education has authority under State law to perform the functions of the State under the program.

34CFR76.104(a)(3) 3. That the State legally may carry out each provision of the foregoing Plan.

34CFR76.104(a)(4) 4. That all provisions of the foregoing Plan are consistent with State law.

34CFR76.104(a)(5) 5. That William D. Dawson, Acting State Superintendent of Public Instruction, has authority under State law to receive, hold, and disburse federal funds made available under the foregoing Plan.

34CFR76.104(a)(6) 6. That Susan Reese, Assistant Superintendent and State Director of Career-Vocational Education, has authority to submit the foregoing Plan.

34CFR76.104(a)(7) 7. That the State Board of Education has adopted and formally approved the foregoing Plan.

34CFR76.104(a)(8) 8. That the foregoing Plan is the basis for State operation and administration of the program.

34CFR76.104(a)(9) 9. That a copy of the State Plan was placed into the State Intergovernmental Review Process as established by Executive Order 12372 on November 29, 1993.

California State Board of Education

Marion McDowell

(Signature)

Marion McDowell
President, California State Board of Education

ASSURANCES

The State Board, desiring that the California Department of Education receive the funding which it is eligible to receive for all fiscal years covered by this Plan, submits the following assurances as required by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (PL 101-392).

1. The State Board will comply with the applicable requirements of Titles I, II, III, and V of the Act and regulations implementing those requirements (including the maintenance of fiscal effort requirement in Section 403.182).
   403.32(a)(1)
   113(b)(3)

2. The State Board will develop measurable goals and accountability measures for meeting the needs of individuals who are members of special populations.
   403.32(a)(3)
   113(b)(3)(B)

3. The State Board will conduct adequate monitoring of programs conducted by eligible recipients to ensure that programs within the State are meeting the goals described in No. 2 above.
   403.32(a)(4)
   113(b)(3)(C)

4. To the extent consistent with the number and location of individuals who are members of special populations who are enrolled in private secondary schools, provision is made for the participation of such individuals in the vocational education programs assisted under Section 231.
   403.32(a)(5)
   113(b)(3)(D)

5. The State will comply with the provisions of Section 102, including assurances that the State will distribute not less than 75% of the funds made available for Title II to eligible recipients pursuant to such title.
   403.32(a)(6)
   113(b)(5)

6. The State will develop and implement a system of standards for performance and measures of performance for vocational education programs at the State level that meets the requirements of Section 115.
   403.32(a)(7)
   113(b)(8)

7. In the use of funds available for single parents, displaced homemakers, and single pregnant women under Section 221, the State will emphasize assisting individuals with the greatest financial need, and the State will give special consideration to displaced homemakers who, because of divorce, separation, death or disability of a spouse, must prepare for paid employment.
   403.32(a)(8)(i)
   113(b)(11)

403.32(a)(9) 113(b)(12) 8. The State will furnish relevant training and vocational education activities to men and women who desire to enter occupations that are not traditionally associated with their sex.

403.32(a)(10) 113(b)(15) 9. The programs of personnel development and curriculum development shall be funded to further the goals identified in the State Plan.

403.32(a)(11) 113(b)(16) 10. The vocational education needs of identifiable segments of the population in the State that have the highest rates of unemployment have been thoroughly assessed, and that such needs are reflected in and addressed by the State Plan.

403.32(a)(12) 113(b)(17) 11. The State Board will cooperate with the State Council in carrying out the Board's duties under this part.

403.32(a)(13) 113(b)(18) 12. That none of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

403.32(a)(14) 113(b)(19) 13. That State and local funds will be used in the schools of each local education agency that are receiving funds under this Act to provide services which, taken as a whole, are at least comparable to services being provided in schools in such agencies which are not receiving such funds.

403.32(a)(15)(i) 113(b)(20)(A) 14. The State will provide leadership (qualified by experience and knowledge in guidance and counseling), supervision, and resources for comprehensive career guidance, vocational counseling, and placement programs.

403.32(a)(15)(ii) 113(b)(20)(B) 15. The assurances described in No. 14 above annually assess and report on the degree to which expenditures aggregated within the State for career guidance and vocational counseling from allotments under Title II are not less than such expenditures for such guidance and counseling with the State in the fiscal year 1988.

403.32(a)(16) 113(b)(21) 16. The State will provide for such fiscal control and fund accounting procedures as may be necessary to assure the proper disbursement of, and accounting for, federal funds paid to the State (including such funds paid by the State to eligible recipients under this Act).

Date

Marion McDowell, President
California State Board of Education

ASSURANCES REGARDING DISTRIBUTION AND USE OF TITLE II FUNDS

Distribution Of Funds To Eligible Recipients

The State will comply with the provisions of Regulation Section 403.180 and Section 102 of the Act, including assurances that the State will distribute all funds reserved for the Secondary School Vocational Education Program and the Postsecondary and Adult Vocational Education Programs to eligible recipients pursuant to Sections 403.112, 403.113, and 403.116, and not less than 75 percent of the funds made available for Title II to eligible recipients pursuant to such title. 403.32(a)(6) 113(b)(5)

Use Of Title II Funds

The State Board will comply with the provisions of Section 516(a)(1)(A), including assurances that funds made available under Title II shall be used to supplement, and to the extent practicable, increase the amount of State and local funds that would in the absence of such federal funds be made available for the uses specified in the application and in no case supplant such State or local funds. Further, the State Board will monitor eligible recipients' compliance with the supplanting requirements. 403.32(a)(17) 516(a)(1)(A)

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Lobbying

34CFR82 As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of, the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or any employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.

2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or a cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

Debarment, Suspension And Other Responsibility Matters

34CFR85 As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110:

The applicant certifies that it and its principals:

1. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency.

2. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public Federal, State or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false Statements, or receiving stolen property.

3. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification.

4. Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default.

Where the applicant is unable to certify to any of the Statements in this certification, he or she shall attach an explanation to this application.

Drug-Free Workplace (Grantees Other Than Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.

34CFR85

The applicant certifies that it will or will continue to provide a drug-free workplace by:

1. Publishing a Statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.

2. Establishing an on-going drug-free awareness program to inform employees about:

   a. The dangers of drug abuse in the workplace.
   b. The grantee's policy of maintaining a drug-free workplace.
   c. Any available drug counseling, rehabilitation, and employee assistance programs.

d. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

3. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the Statement required by paragraph 1.

4. Notifying the employee in the Statement required by paragraph 1. that, as a condition of employment under the grant, the employee will:

   a. Abide by the terms of the Statement; and

   b. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.

5. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (4)(b) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

6. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (4)(b), with respect to any employee who is so convicted:

   a. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

   b. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purpose by a Federal, State, or local health, law enforcement, or other appropriate agency;

7. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs 1., 2., 3., 4., 5., and 6.

Place of Performance (street address, city, county, State, ZIP code)

California Department of Education
721 Capitol Mall, Fourth Floor
Sacramento, California 95814

Check ☐ if there are workplaces on file that are not identified here.

Drug-Free Workplace (Grantees Who Are Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610. 34CFR85

1. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant.

2. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

Certifications: Non-Use Of Funds For Acquisition Of Property

I hereby certify that none of the funds expended under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization. 403.32(a)(13) 113(b)(18)

Certificate Of Delegation

I certify that the California State Board of Education has not delegated responsibility for vocational education to any other agency except as identified in the Memorandum of Understanding with the Board of Governors, California Community Colleges, as designated in the California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds:1994-96. 403.32(b)(15) 111(a)(2)

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant	PR/Award Number and/or Project
California Department of Education	

William D. Dawson, Acting State Superintendent of Public Instruction
California Department of Education

Signature	4/6/94 Date

ROLE OF CALIFORNIA STATE COUNCIL ON VOCATIONAL EDUCATION IN THE DEVELOPMENT OF THE NEEDS ASSESSMENT AND STATE PLAN

403.31(a)
113(a)(2)(A)

The process to develop the California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds: 1994-96, began in September 1992. Throughout this process, including the planning, conducting, reviewing, and analyzing the Statewide needs assessment, the State Council on Vocational Education (SCOVE) was an active participant. SCOVE members and staff helped to develop both the concept for and the membership of the California Plan Executive Steering Committee, as well as determine its responsibilities in the State Plan development process and convene its meetings. A Council member served on the California Plan Executive Steering Committee, and the Council's Executive Director and Assistant Director served as staff to this Committee (Appendix 1).

Additionally, SCOVE members and/or staff served on:

- the California Plan Committee, the broad-based field "working" group that provided input and recommendations on the development of the needs assessment and the State Plan,
- the ad hoc planning group that determined purpose, scope, and agendas for the California Plan meetings,
- the State Committee of Practitioners for Vocational Education, and
- the planning group that developed and analyzed the Statewide needs assessment.

SCOVE's advice on the Plan development, as required in Section 112(d)(1), was formally requested by a joint memorandum from the California Department of Education and the Chancellor's Office of the California Community Colleges on November 8. A written response was received on November 29 (Appendix 1).

SCOVE's response to the State Plan and the State Board of Education's response to SCOVE are reported in Section X.

403.31(d)
116
403.32(b)(1)
113(b)(1)

OVERVIEW AND SELECT FINDINGS OF THE STATEWIDE CAREER-VOCATIONAL EDUCATION NEEDS ASSESSMENT CONDUCTED IN SUPPORT OF THE STATE PLAN, 1994-96

> Note: The final report of the California Statewide Career-Vocational Education Needs Assessment is a 400+ page document that appears as a separate volume in this submission. The separate assessment volume contains a comprehensive analysis of the findings of each Perkins factor and criteria as well as a thorough review of the findings of special analyses conducted on existing labor and occupation studies. The following section is an overview of the developmental process and presents select summary findings. The reader is asked to review the separate assessment volume for specific details.

Description Of The Process Used To Develop The Needs Assessment

The development, implementation, and analysis of the Statewide Needs Assessment represented a comprehensive effort over an extended time period. To ensure the participation of the maximum number of constituents and interested groups, the assessment development process was expanded from consultation with the required Committee of Practitioners to include the involvement of numerous organizations, agencies, business and industry, and local practitioners. The assessment development process was conducted in several stages. The entire effort was designed to: (1) involve the broadest number of constituent participants, (2) develop a robust and comprehensive data base to facilitate plan development and program refinement, (3) access or create community and professional networks involved in the process of vocational education, (4) involve other programs and agencies in an effort to have this plan be the basis for an overall California Plan for vocational education and job training, and (5) meet and exceed the assessment mandates prescribed in S403.203 and 403.31(d).

Creation Of An Oversight Body

In September, 1992, State agency and Board representatives met to discuss the formation of an oversight body that ultimately guided both the needs assessment and the narrative for the California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds: 1994-96. This comprehensive plan would outline a coordinated system for vocational education and job training that would include the Perkins Plan and then go beyond by addressing the overall training needs of California. Involved in this initial planning session were:

Yvonne Gallegos Bodle	Member, Board of Governors, California Community Colleges
Gerti Thomas	Vice President, State Board of Education
Susan Reese	Assistant Superintendent and State Director of Career-Vocational Education Division, California Department of Education
Phoebe Helm	Vice Chancellor, Economic Development and Vocational Education, Chancellor's Office, California Community Colleges
Robert Pile	Member, California State Council on Vocational Education

Formation Of The Executive Steering Committee

The efforts of the planning team resulted in the formation of an Executive Steering Committee that would guide the development of the Perkins Plan within the context of similar State training and education initiatives. During 1992-93, the committee met three times to: (1) identify issues to be addressed in the comprehensive plan and Perkins Plan, (2) develop a mission statement for the comprehensive plan, (3) suggest the developmental process for creation of both plans, (4) define the role of the Executive Steering Committee, and (5) review the development and progress of the needs assessment and eventual Perkins Plan. Members of the Executive Steering Committee involved in this process are:

Richard Cherry	Administrative Assistant, representing Assemblywoman Andrea Seastrand
Marge Chisholm	Consultant, representing Senator Rebecca Morgan
Phoebe Helm	Vice Chancellor, Economic Development and Vocational Education, Chancellor's Office, California Community Colleges
Jere Jacobs	Deputy, Education Task Force, California Business Roundtable
Judy Kuhlman	Chief, Job Training Partnership Division, Employment Development Department
Larry Mazzola	Executive Officer, U.A. Local #38, Plumbers and Steamfitters
Willis Papillion	Owner, Quality House Direct Mail Service
Robert Pile	Member, State Council on Vocational Education
Susan Reese	Assistant Superintendent and State Director, Career-Vocational Education Division, California Department of Education

Eulalie Young	Education Program Consultant, Council for Private Postsecondary and Vocational Education
Saber Zell	Owner, Seaworks

Ex Officio Members:

Yvonne Gallegos Bodle	Member, Board of Governors California Community Colleges
Gerti Thomas	Vice President, State Board of Education

California Plan Committee Formed

The Executive Steering Committee charged the California Plan Committee (Cal Plan Committee) to aid in the development of the Perkins Plan. The majority of Cal Plan Committee members were selected through a nomination process by various organizations, associations, agencies, business, industry and labor representatives. Additional members were suggested by the State Council on Vocational Education and staff from the California Department of Education and the Chancellor's Office, California Community Colleges. All committee members were specifically charged with the responsibility of communicating with their respective constituents to keep them informed of the developmental process and to provide feedback on all materials discussed at the meetings.

Early in 1993, the Cal Plan Committee, with the assistance of a professional facilitator, began to formulate an overall framework for the development of the Perkins Plan. This framework included a mission statement, and goals/objectives for the year 2000. Later, due to the critical timelines to develop the Perkins Plan, the committee focused its efforts on the vocational education needs assessment. Members of the California Plan Committee and the constituents they represent are:

Name	**Representing**
Ron Addy/ Nancy Luke/ Harold Velasquez	Job Training Partnership Division, Employment Development Department
Cathy Barabe	Greater Avenues for Independence (GAIN) Programs
Greg Beard	CA Agriculture Teacher's Association (CATA)
Walt Beeler	Association of CA School Administrators (ACSA)
Sigurd Brivkalns	CA Occupational Information Coord. Council (COICC)
Marjorie Chitwood	CA Home Economics Association (CHEA)

Dean Colli/ Susan Carreon/ Eileen Kennedy	CA Community College Association for Occupational Education (CCCAOE)
Roy Collins	Veterans
Jim Compton	County Offices of Education
Irene Cox	CA Association of Vocational Administrators (CAVA)
Pam Crook	Department of Commerce
Michael Curran	Private Industry Councils (PICs)
Joe Daniel/ Dave Bockman	Service Delivery Areas (SDAs)
Patricia Dougan	Special Education Division, CA Dept of Education (CDE)
Ray Eberhard/ Tom Bauer	Adult Education Unit, Youth/Adult/Alternative Education Division, CDE
Lee Ferrero	Private Industry Councils (PICs)
Carla Ferri	University of California
Mark Fetler	Accountability/Research Unit, Calif. Community Colleges (COCCC)
Mary Clare Gildon	Career Development Association (CCDA)
George Gridley	CA Industrial and Technology Education Association (CITEA)
Gilbert Hermosillo	Matriculation Coordinators
Edward Hernandez/ Marilyn Brock	Chief Students Services Officers Council
Gail Jesswein	Department of Industrial Relations
Pat Johns	District Guidance Directors
Jim Kay/ Michele Shimek	Department of Rehabilitation
Dorothy Knoell	CA Postsecondary Education Commission (CPEC)
John Lang	Department of Corrections
Mike Lateano	Adult Education Committee, Association of California School Administrators (ACSA)
Patrick McCabe	Program Evaluation Unit, CDE

Robert McCarthy	Compensatory Education Division, CDE
Norma Morris	Curriculum and Instruction Division, COCCC
Michelle Nelson	Chief Instructional Officers Council
Darrell Opp	California Association of Regional Occupational Centers/ Programs (CAROC/P)
Susie Pendleton	Home Economics Teachers Association of CA (HETAC)
John Pennington	California Youth Authority (CYA)
Robert Pile	State Council on Vocational Education and Executive Steering Committee
John Porter	District Superintendents
Len Price/Erna Noble	Academic Senate, California Community Colleges
Lisa Raufman	California Community College Counselors Association
Richard Resurreccion	California State University
Joe Richey/ Holly Johnston	Industry Education Council of CA (IECC)
Jim Rodriques	CA Marketing Education Association (CMEA)
Juvencia Romo	Employment Training Panel
Susan Sargent	Workability, Special Education, COCCC
Dean Smith/Ron Teel	State Job Training Coordinating Council (SJTCC)
Cartha Tennille	CA Association of Work Experience Educators (CAWEE)
Gary Thompson/ Ella Butler	CA Business Education Association (CBEA)
Pat Towner	Commission on the Status of Women
Fran Trout	CA Vocational Education Equity Council (CVEEC)
Kay Turley/ C. Walkenbach	CA Association of Vocational Education Special Needs Personnel (CAVESNP)
Isiah Turner	SDA's
Patricia Twyman	CA Association of Health Career Educators (CAHCE)
Mike Wada	CA Council of Adult Education (CCAE)
Kathy Warriner	Curriculum and Instruction, Adult Education Unit, COCCC

Evelyn "Sam" Weiss	Faculty Association Calif. Community Colleges (FACCC)
Mike White	Labor
Ex Officio Members:	
Susan Reese	California Department of Education
Phoebe Helm	Chancellor's Office, California Community Colleges
Sanford Beck	State Council on Vocational Education
Chris Willis	State Council on Vocational Education

Request For A Third Party Research Firm

Beginning in 1990 and continuing in 1993, members of the State Council on Vocational Education (SCOVE), strongly expressed the need for an independent third party to conduct the needs assessment. In mid March, 1993, SCOVE staff met with Susan Reese, CDE, and Phoebe Helm, COCCC, to discuss the scope of work and qualifications for such research. After several meetings, The Resource Group was selected to provide the third party research counsel.

Development Of Needs Assessment Definitions And Criteria

Initial development of the definitions and data sources for the needs assessment began at the March 23, 1993 meeting of the California Plan Committee. At the close of the meeting, the 33 participants were asked to share the definitions with 10 persons whom they were to select. The only instructions given were that the 10 people selected should represent a cross section of secondary, community college, adult, regional occupational centers/programs, and job training providers. A Field Input Response Form was provided to each Cal Plan Committee member to record the information requested.

Representatives from the Cal Plan Committee and the Committee of Practitioners met in Sacramento on June 17, 1993 to finalize the definitions and criteria. Those individuals who could not attend the meeting were sent the materials via mail and requested to return their input. The work of both committees was supplemented by agency and business representatives. Overall, those involved in creating the needs assessment definitions and criteria included:

33	members of California Plan Committee
138	local practitioners (from Field Input Response Forms)
10	members of the Committee of Practitioners

Committee of Practitioners members who participated in this activity included :

Brenda Childress	Business Education Coordinator, East Side Union High School District
Patrick Keating	Coordinator, Vocational Education, Salinas Union High School District
Marirose Kozak	Assistant Director, Simi Valley Adult School
Elizabeth Nash	Superintendent, Southern California ROC
Minh Nguyen	Student
Erna Noble	Special Projects, Economic Development/Community Education, Chaffey College
Violet Powell	California Youth Authority
Joanne Stanton	California School Boards Association (CSBA)
Fran Trout	Apprenticeship/Vocational Education, Pleasanton Unified School District
Norval Wellsfry	Dean, Vocational Education, Sacramento City College

The effort was assisted by the following five business and agency representatives:

Joe Richey	President, Industry Education Council of CA (IECC)
Phoebe Helm	Vice Chancellor, Economic Development/Vocational Education, COCCC
Susan Reese	Assistant Superintendent and State Director, Vocational Education, Career-Vocational Education Division, CDE
Susan Sargent	Workability and Special Education, COCCC
Chris Willis	Assistant Director, State Council on Vocational Education

As this group was being formed, representatives from the California Department of Education and research team members attended the U.S. Department of Education plan development workshops in order to learn precisely such requirements as developing assessment criteria, definitions, survey instruments, analytic programs, and survey populations. In addition, the Department of Education representatives of twenty states were contacted and interviewed as to their procedures for developing criteria and assessment methodology. Seventeen of those states transmitted their first Perkins plans to the California team and those plans were analyzed as to the form and content of their criteria and survey instrumentation.

Collecting Existing Reports, Forecasts, And Labor Market Studies

To aid the California team in the development of the assessment criteria and survey methodology, research project members began collecting historical and contemporary studies, analyses, white papers, reviews, and other works dealing with the collective issues of vocational education, school to work transition, occupational outlooks, academic and vocational education integration, workforce needs, workplace competencies, job readiness, technology changes, and the like. Carl D. Perkins Act needs assessment language stipulates that states should collect existing data such as labor market trends, occupational forecasts, industry-based workforce surveys, and program evaluations. In all, 600+ volumes were identified, collected, and assessed.

Once these volumes were culled for specific data to be made part of the needs assessment process, they were sent to a special library archiving team. The library archiving team reviewed all 600+ volumes and developed key terms and indexed the information contained in the separate volumes. The team developed a computerized retrieval program that now contains search and access information on all collected volumes. The computerized data base will allow any vocational education and job training practitioner in the state to search any of the 600+ documents, determine their content, and identify which volumes in the collection represent occupational forecasts, labor market studies, local plans, program evaluations, and other information. It is the intent of the California Department of Education and the Chancellor's Office, California Community Colleges to provide this data base diskette to each district so field staff may know what reports and volumes are available at the agency level for field use.

Generating Special Runs From Proprietary Data Bases

The third party research counsel (The Resource Group) assisting in the needs assessment is one of the state's largest holder of proprietary business, occupational, and labor market data. The company developed a sampling of 10,000 businesses throughout the state that had recently indicated their current and future workforce needs as well as the skills requirements of each of the positions they now employed. Highly specialized data runs of these proprietary data bases were conducted and aggregate data were generated for the needs assessment on such topics as current occupations in demand, future demand occupations, skills levels of current workforce, future skill levels employers indicate will be needed for a competitive workforce, and the impact of technological changes on current and proposed future workforce skills as perceived by today's business owners and operators.

These runs represent the current views of actual California business owners and entrepreneurs. These special runs were incorporated into the decision-making process of field and agency practitioners as they collectively determined additional data elements required to develop a full picture of vocational education, job training, and economic development issues requiring attention in the needs assessment.

Development Of The Assessment Methodology And Analytics

In all, nearly 180 diverse individuals assisted in the creation of the criteria and definitions that served as the basis of the California Statewide Career-Vocational Education Needs Assessment. Once the definitions and criteria were formalized, the CDE-COCCC project team, assisted by external research counsel, determined the populations that were to be assessed via formal survey fieldings. The following universes were identified to be surveyed:

1. Current students (K-12, Adult Education, ROC/P, community college)
2. Current students in correctional facilities
3. Completer students (K-12, Adult Education, ROC/P, community college)
4. Completer students from correctional programs
5. Teachers/Faculty (K-12, Adult Education, ROC/P, community college)
6. Administrators (K-12, Adult Education, ROC/P, community college)
7. Administrators/faculty of correctional facility programs
8. Employers of vocational education program completers

Developing A Diverse Respondent Universe

To ensure the broadest possible participation of target universes, project staff stratified the survey universe according to the following parameters:

Geographic diversity:	southern, central, northern, coastal
Locational diversity:	rural, urban, suburban
Site diversity:	small, medium, large schools/colleges
Respondent diversity:	ethnic and gender balance for all groups
Program diversity:	sampling of K-12, adult education, ROC/P and community college representatives (whether faculty, administrators, current or completer students)
Employer diversity:	small and large employers, from all areas of the State, and representing all types of industries (SIC codes)

Working with local campus and systemwide data bases, a survey universe of just over 3,000 potential respondents was developed that reflected all of the above groups. Extremely comprehensive survey instruments were developed for each primary population. In all, eight different survey forms were created. Each survey form was field tested and revised at least twice. Where possible, the same questions, criteria, and issues were asked of students, employers, faculty, and administrators to provide multi-dimensional perspectives of specific issues. In all, over 300 questions were asked in the eight surveys.

Survey Fielding And Final Number Of Respondents

Personalized survey packets were sent to all 3,000+ respondents during June and July, 1993. The survey directed at current students was fielded in September, 1993 once the school year had begun and current students were once again in class. Over 1,700 surveys were returned. Nearly 1,400 were returned by deadline and served as the basis for the needs assessment results. Surveys were received from:

500	Completer students
250	Current students
200	Employers
225	Teachers/Faculty
225	Administrators
1,400	Participants Completing Assessment Surveys

Analyzing Assessment Results And The Process Used To Identify And Prioritize Program Needs

During the months of September, October, and November 1993, the Cal Plan Committee met on three separate occasions to review the needs assessment data and identify trends and conclusions for each factor. At the conclusion of each meeting, participants were asked to share the needs assessment data with members of their association or agency. Feedback from each organization/agency was given at the next meeting. By October, over 192 individuals including teachers, administrators, counselors, and various agency staff had reviewed the initial data from the needs assessment and reported positive feedback. The following shows the extent of the initial input on the needs assessment data from ***Field Practitioners/Associations***.

Organization:	**# of Reviewers (if reported):**
CA Industrial and Technology Education Assn.	10
CA Comm. College Assn. of Occup. Educators	Reviewed by Board
State Council on Vocational Education	16
Academic Senate, CA Community Colleges	Presentation to members
Association of CA School Administrators	6 Adult Education Committee members
CDE, Adult Education Division	Presentation to staff
CA Assn of Work Experience Educators	10
COCCC	14
CDE, Business Education Unit	11
CA Association of ROC/Ps	50
Association of CA School Administrators	18 Pupil Services Community members
CA Vocational Education Equity Council	17
CA Association of Vocational Administrators	20
CA Youth Authority	7
CA Business Education Association	6
CA Community Colleges Counselors	Shared with Academic Senate
Department of Rehabilitation	7
CA Home Economics Association	11
State Job Training Coordinating Council	6
Faculty Association CA Community Colleges	Shared with Board
Home Economics Teachers Association	Shared with Board
CA Career Development Association	5

In October, the Cal Plan Committee recommended that an independent group of practitioners be convened to review the needs assessment data and identify major needs. Agency staff immediately followed up on this suggestion and formed a Select Intersegmental Committee which met on October 27, 1993. Fifteen individuals representing secondary schools, community colleges, ROC/Ps, adult schools, State Council on Vocational

Education, California Department of Education, and Chancellor's Office, California Community Colleges reviewed the assessment data, identified major needs, and proposed priority areas for 1994-96 Perkins funding.

Members of the ***Select Intersegmental Committee*** were:

Mark Fetler	Accountability/Research Unit, Chancellor's Office, Calif. Community Colleges
Jack Friedlander	Dean, Academic Affairs, Santa Barbara City College
Laurel Adler	Superintendent, East San Gabriel Valley, ROP
Jim Satterberg	Coordinator, Career Vocational Education, Fresno Unified School District
James R. Smith	Associate Dean, Adult Education, San Diego Community College District
Leonard Price	State Academic Senate/Instructor, Los Medanos College
Caroline Casida	Assistant Principal, Visalia Adult School
Joel Townsend	Director, ROP, San Joaquin County Office of Education
Peggy Sprout-Olivier	Specialist, Economic Development and Vocational Education, Chancellor's Office, California Community Colleges
Keith Bush	Director, Career Services, East Side U.S.D., Member, State Council on Vocational Education
Larry Weigel	Superintendent, Baldy View ROP
Susan Sargent	General Vocational Education Specialist, Chancellor's Office, California Community Colleges
Karen Halliday	Dean of Student Services, COCCC
Robert Pile	Dean, Economic Development and Community Education, Chaffey College, and Member, State Council on Vocational Education
Susan Reese	Assistant Superintendent and State Director, Career-Vocational Education Division, CDE

A two-day meeting of the Committee of Practitioners (COPs) followed the Select Intersegmental Committee meeting. One entire day was devoted to reviewing the aggregate data tables prepared for each needs assessment factor. As they reviewed each table, participants were asked to discern trends and make recommendations based on the trends.

Members of the ***Committee of Practitioners*** who participated in this activity included the following:

Nancy Brunson	Home Economics Instructor, McKinleyville High School
Brenda Childress	Business Education Coordinator, East Side Union High School District
Bill Dixon, Jr.	Department Head/Instructor, Solano Community College
Lori Erreca	Program Director/Single Parent, San Diego Community College
Wayne Hayashibara	Resource Teacher/Program Coordinator, Centennial High School
Patrick Keating	Coordinator, Vocational Education, Salinas Union High School District
Marirose Kozak	Assistant Director, Simi Valley Adult School
Ronald Manzoni	Vice President, Southern California ROC
Erna Noble	State Academic Senate, Economic Development and Community Education, Chaffey College
John Pennington	Administrator, Career-Vocational Education, California Youth Authority
Barbara Ranelletti	Home Economics Teacher, Mt. Eden High School
Diane Raulston	Parent, Oakland, California
Shirley Ross	Vocational Education Instructor, Retired
Joanne Stanton	California School Boards Association
Norval Wellsfry	Dean, Occupational Education, Sacramento City College
Roberta West	Director, Vocational/Technical Education, Compton College
Susan Reese	Assistant Superintendent and State Director, Career-Vocational Education Division, CDE
Susan Sargent	Specialist, Chancellor's Office, California Community Colleges
Chris Willis	Assistant Director, State Council on Vocational Education

Every member of the Cal Plan Committee, the Committee of Practitioners, and the Select Intersegmental Committee was provided the full volume of the tables and findings of the comprehensive needs assessment. Each committee and every member was asked to individually identify findings of import and to interpret the data from their own perspectives. Thus, all committee members were presented volumes of original data that did not contain the research team's perspective of findings or significance. Instead, the project relied on the individual, unchanneled views and perspectives of the hundreds of members of the various review committees.

Each committee reviewed the results of the survey, generated its own observations and findings, and created its own set of priorities and program recommendations.

The priority listings and need determinations of each committee were brought together during the final meeting of the COPs and Cal Plan Committee sessions. Importantly, the findings and recommended program priorities achieved independently by each group were nearly identical. The project team then incorporated the findings and recommendations of major needs and priorities of each group into a final consensus document that serves as the formal listing of priority areas for the 1994-96 State Plan.

Select Findings Of The Statewide Needs Assessment

The needs assessment generated over 200 tables in support of the analysis of needs for each of the 14 identified Perkins factors. The companion needs assessment final report volume presents a comprehensive analysis of findings and the program needs that stem from the data. In this section, the overall findings of need for each of the 14 factors are presented.

Factor #1: Integration of academic and vocational education.

Greatest Need:	To improve/increase integration of academic and vocational education.
Priority Area:	To focus efforts and funding to encourage and facilitate integration of academics and vocational education.
Key Findings:	• Overall, data indicate substantial planning is in progress at secondary and postsecondary level to implement or continue the process of integration. • In spite of current planning efforts, integration of academic and vocational programs and sequencing of courses have achieved only partial implementation.

- 28% of all vocational education program administrators and faculty report that no efforts have been initiated at local level.
- Fully 50% administrators report either no efforts or only planning has been done in the area of integration of academic and vocational education curriculum and programs.
- Faculty and administrators at secondary and postsecondary levels agree there is a lack of fiscal and human resources devoted to this need.
- Academic faculty are viewed as very real and key barriers to integration.
- Employers and faculty state there is insufficient employer involvement at the committee level.
- Faculty at all levels and within all vocational education programs suggest that teacher inservice is essential for further integration efforts.
- State requirements tend to discourage integration, as does A-F pattern.

Factor #2: **Sequential courses of study leading to both academic and occupational competencies.**

Greatest Need: To increase the number of vocational students who receive a progressive and integrative sequence of learning.

Priority Area: Ensure that courses and programs are examined and reshaped to be offered in a sequential manner.

Key Findings:

- Labor and business are not sufficiently involved in process of developing relevant, sequenced vocational education courses and programs.
- Only 50% of instructors include planning, management, or labor issues in vocational or academic curriculum.
- There is general agreement by faculty that sequencing occurs that meets industry needs.

- There is a greater tendency to have academic content featured in vocational education curricula than have vocational education concepts featured in academic curricula.
- Faculty and administrators indicate that it is sometimes unclear what "industry standards" are.
- The hesitancy of academic faculty to feature vocational education content in their courses is viewed by administrators and vocational education faculty as a barrier to course sequencing.

Factor #3: **Increased student work skill attainment and job placement.**

Greatest Need: To implement industry-driven Statewide performance standards.

Priority Area: Development of greater collaboration between industry and education to identify skill competencies and provide career counseling and job placement.

Key Findings:

- Overall, data indicate a significant increase in work attainment.
- Students highly rate work skills curricula being provided.
- There were demonstrable increases in agencies using follow-up student studies.
- Students indicate they need more guidance and counseling.
- More employer input is needed on what constitutes workplace competency.

Factor #4: **Increased linkages between secondary and postsecondary educational institutions.**

Greatest Need: Maintain existing linkages with further support to enhance opportunities for development of new linkages and collaboration.

Priority Area: To promote articulation and improved communication.

Key Findings:

- Overall, respondents feel increased linkages have occurred.
- Very weak communication between administrators and instructors and staff.
- Tech prep is not understood by many students, faculty, and administrators.

Factor #5: **Instruction and experience, to the extent practicable, in all aspects of an industry the students are preparing to enter.**

Greatest Need: Bring industry into a collaborative and coordinated effort, as equal partners with education, to plan, develop and implement all aspects and all levels of educational programs.

Priority Area: Update curricula, equipment, teaching methods to specifically offer instruction and experience reflective of contemporary workplace needs.

Key Findings:

- Vocational education needs stronger linkages with business/industry.
- Advisory committees are not utilized to their full potential.
- Employers rate preparation of students much lower than do faculty.
- There is conflict between academic and vocational education teachers on this topic.
- Curricula, facilities, and equipment need major updating in many areas.
- Large numbers of students do not perceive they were exposed to broad-based vocational education.

Factor #6: **The ability of the eligible recipients to meet the needs of special populations with respect to vocational education.**

Greatest Need: Providing guidance and counseling that includes assessment, parental involvement, industry involvement, and job placement.

Priority Area: Each eligible recipient should develop a plan to address the provision of the above guidance and counseling services and should determine the percentage expenditure of their funds over the life of this plan to assure staff development and implementation of career guidance.

Key Findings:

- Students tend not to access services that schools are prepared to provide.
- Administrators and select faculty members suggest that many vocational education faculty/instructors need more awareness of support needs of special populations.
- More effort is needed to help special populations students achieve diplomas/degrees.
- Additional resources are needed for counseling and guidance services directed at special populations students.
- Overall, eligible recipients are more prepared today to assist special populations students and attendant needs than they were in 1990.

Factor #7: **Raising the quality of vocational education programs in schools with high concentrations of poor and low-achieving students.**

Greatest Need: To provide the components and/or activities necessary to support the success of the traditionally low achieving and poor student.

Priority Area: (1) Provide curriculum relevant to the job market, (2) integrate academics and vocational curriculum, and (3) provide necessary support services to enhance successful completion of a program of study and to obtain and retain a job.

Key Findings:

- Data suggest Perkins funding has significantly impacted support services since 1991.

- Faculty and administrators say they need resources for more staff development in high-low schools.
- Student retention and completion rates are lower in high-low schools and will require special attention and funding at the campus and district level.
- Administrators note less joint credit awarded in high-low schools than in non-high-low schools.
- Faculty report a lower tendency or level of academic-vocational education integration at high-low schools.

Factor #8: **The relevance of programs to the workplace and to the occupations for which the students are to be trained, and to the extent to which those programs reflect a realistic assessment of current and future labor market needs, including needs in areas of emerging technologies.**

Greatest Need: Hold education and industry as equal partners accountable for preparing people to meet the present and future industry skills, knowledge, and abilities needed.

Priority Area: Student educational plans and programs shall reflect both current and future workplace needs.

Key Findings:

- There is need to better utilize labor market information and labor projections.
- There is infrequent use of evaluation of teacher preparation and content.
- More curriculum focus on planning, management, and labor issues.
- More focus on principles of technology.
- More focus on worksite training and experience opportunities.

Factor #9: **The ability of the vocational curriculum, equipment, and instructional materials to meet the demands of the workforce.**

Greatest Need: Effective collaboration between business/industry and faculty and administrators, at all levels, to provide improved preparation for all students to meet known current and anticipated future workforce needs.

Priority Area: Strengthen and increase involvement of business/industry in vocational education program planning, implementation, and assessment.

Key Findings:

- Employers believe they do not have sufficient involvement in key areas.
- Advisory committees are not being used effectively.
- Faculty believe they prepare good employees; employers disagree, and there is great disparity between the views of faculty and employers on the issue of adequate student preparation.
- Vocational program advisory committees are rarely used for curriculum development or program evaluation.

Factor #10: **Basic and higher order current and future workplace competencies that will reflect the hiring needs of employers.**

Greatest Need: Through linkages with industry and government entities, establish the current and future employment training needs as they relate to curriculum, careers, industry technology standards, and the educational delivery system.

Priority Area: Better collaboration and communication between all segments of education and business/industry.

Key Findings:

- There is need to increase higher order topic areas.
- Employers give completers a much lower competency rating than do faculty.

- Employers want more leadership and communication skills in students.
- Employers indicate that vocational education program completers need more writing, speaking, and problem solving skills development while they are in school.
- Employers say they are not consulted enough regarding those occupational competencies they believe students should be receiving as part of their education.

Factor #11: **The capacity of vocational education programs to meet the needs of individuals who are members of special populations.**

Greatest Need: The provision of guidance and counseling services that provide for program access, enrollment in the right program, job placement and transitional services, recruitment to enter nontraditional programs, and the need for more intensive parental and industry involvement.

Priority Area: The need to restructure the guidance system to address the unmet needs of special populations students in vocational education, by including parents, industry representatives, teachers, and students in the guidance system.

Key Findings:

- A special populations student is not as likely to receive a diploma or degree as is a non-special populations student.
- One in three completers report being employed in a job not related to their vocational education training.
- Employers tend to be more receptive to hiring gender equity completers than completers representing any other special populations group.
- Students want more job placement, transition services, and on-the-job-training while in school or in a program.

- Parents of special populations students don't feel involved in vocational education process.

Factor #12: **The academic, occupational, training, and retraining needs of secondary, adult, and postsecondary students.**

Greatest Need: Train students to meet skills/competencies to respond to business and industry needs and expectations.

Priority Area: Educate employers to know what kind of commitment is needed for progress in preparing all students for their workforce and involving interdisciplinary teachers, not just administrators, working with business on curriculum.

Key Findings:

- Employers believe that no educational segment (e.g., secondary or postsecondary) is doing a sufficient job in preparing students to be competitive and contributing employees upon initial transition to the workforce.
- Community college vocational education program students (both completers and those currently enrolled) indicate they receive a more balanced curriculum than do students in other programs or segments.
- Plant closures and defense conversion information or realities are not used for program planning.
- Employers give a 2.3 GPA for vocational education student completer preparedness.
- Employers tend not to use area vocational education providers for staff training.
- Math, reading, communications, and critical thinking are top academic needs, say faculty and administrators.
- Faculty and administrators consider workplace learning and job placement the top occupational training needs.

Factor #13: **The capability of vocational education programs to provide vocational education students, to the extent practicable, with strong experiences in, and understanding of, all aspects of the industry the students are preparing to enter including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, and health, safety, and environmental issues.**

Greatest Need: To ensure that vocational education programs reflect the curriculum, training, technology, and experiences that reflect current and future workplace needs.

Priority Area: Provide mechanisms whereby the needs/expectations of the business community are reflected in school programs so that outcomes meet expectations.

Key Findings:

- Vocational education receives only a "C" grade in providing exposure to curriculum featuring management, finances, principles of technology, health and safety issues, and environmental issues and topics.
- Employers want vocational education programs to feature more emphasis on problem solving and leadership skills.
- Students' perceptions are that they do not receive adequate technical skills instruction in their vocational education programs.
- Curriculum enrichment is needed in planning, management, and principles of technology.
- Employers indicate that program advisory committees have only a minimal, if any, role in program evaluation.

Factor #14: **The capability of vocational education programs to provide vocational education students, to the extent practicable, with strong development and use of problem-solving skills and basic and advanced academic skills (including skills in the areas of mathematics, reading, writing, science, and social studies) in a technological setting.**

Greatest Need: Provide students with opportunities to develop critical thinking and problem-solving skills.

Priority Area: Need to pilot programs that develop curriculum which incorporates critical thinking and problem solving skills and evaluates student outcomes.

Key Findings:

- Employers are not very satisfied with levels of student preparation provided by any segment or program, but particularly high school vocational program completers.
- Employers and faculty report insufficient attention to problem solving and writing skills development.
- Curricula are rated low in provision of leadership skills.
- More focus is needed on advanced academic skills/data usage.
- The highly evident lack of academic and vocational education integration affects student competency.
- Faculty and administrators agree that far more resources are needed for inservice and team teacher training.
- Faculty across all vocational education programs suggest a need for more reliance on performance-based testing.

The Three Overarching Perkins Act Priorities For 1994-96

Based on the comprehensive review of needs assessment findings and data by over 300 practitioners and nearly 50 professional associations and community organizations, the individual analyses and findings of the California Plan Committee, the Committee of Practitioners, and the Select Intersegmental Committee, the following three priorities will serve as the focus of 1994-96 Perkins Act funding and programming.

Perkins Act Priorities, 1994-96

Preamble

The California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds: 1994-96, is being developed as part of a broader Statewide vision that promotes economic development in California through a competitive and competent workforce, as well as a balanced work and family life, and improved collaboration and coordination among education, industry, labor, and the community. Based on an extensive process of review, analysis, and comment on the Statewide needs assessment data by field practitioners, educators and counselors, employers, parents, students, and members of business, industry, labor, and the community, recommendations for priorities for the 1994-96 State Plan have been developed. These equally important recommendations are the basis for the State Plan priorities below:

1. Integration and Sequencing of Academic and Vocational Education Curriculum

   - Integrate academic and vocational education curriculum.
   - Sequence courses of study that lead to attainment of both academic and occupational competencies.
   - Increase linkages between secondary and postsecondary educational institutions, academic and vocational educators, and among education, business, industry, labor, and the community.

2. Curriculum and Program Strategies Reflecting Workplace Needs

   - Increase student work skill attainment and job placement.
   - Enhance the relevance of vocational programs to the workplace and to the occupations for which students are being trained.
   - Promote the development and use of curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skill attainment.
   - Provide vocational students with experience in, and understanding of, all aspects of the industry the students are preparing to enter.

3. Instructional and Support Services Responsive to the Needs of Students Who Are Members of Special Populations

- Increase access and retention in improved vocational education programs.
- Provide needed support services, with increased emphasis on guidance and counseling and placement and transitional services.
- Monitor successful course and program completion.

Presentation Of Select Tables And Figures

A common element for all of the hundreds of practitioners, faculty, educators, business leaders, parent and student representatives, and others involved in analyzing needs assessment data was their access to all of the data and tables generated by the assessment project. Literally hundreds of tables were generated and presented in over 200 pages of the assessment. Over 200 sets of the needs assessment initial findings, without narrative, were distributed to committee members, organizational representatives, and others in order to generate their views and recommendations.

The assessment project was so comprehensive that a separate volume was generated exclusively to feature the massive data produced by that effort. That separate volume is being reproduced and made available to hundreds of field practitioners who have requested their own copy to facilitate the development of functional local plans. In addition, a separate volume featuring the needs assessment has been included as one of the two volumes that comprise the full submission by California to the U.S. Department of Education.

The following pages represent a very small sampling of the hundreds of tables contained in the separate assessment volume. Where possible, the data collected were examined and arrayed in aggregate, by program, and by responding population (i.e., the views of students, faculty, administrators, and employers on a specific question or topic area).

Table 2.1
Extent That Vocational Education Courses Are Integrated With Academic Courses: Aggregate Perspective

"To what extent has your school/campus implemented, or is planning to implement, any of the following strategies for integrating vocational and academic education?

Percent Not Planned:	Percent Planned/Not Implemented:	Percent Partially Implemented:	Percent Fully Implemented:	Integration Strategies:
8.8%	17.9%	54.1%	19.2%	Incorporate academic competencies into existing vocational curricula
36.8	25.7	23.5	13.9	Courses taught by vocational and academic teachers
23.6	24.1	40.0	12.3	Provide in-service training on integration for academic and vocational education faculty
33.4	20.1	31.7	14.8	Award joint vocational/technical and academic credit for integrated courses
18.4	29.1	39.4	13.1	New course curricula combining both academic and vocational competencies
35.5	29.8	27.2	7.4	Team teaching/planning between vocational and academic education faculty
21.8	28.1	38.0	12.1	Utilize occupationally related applications to illustrate academic concepts within existing academic courses
25.5	25.0	36.3	13.3	OVERALL

Respondents = Faculty and Administrators

Table 2.2
Extent That Vocational Education Courses Are Integrated With Academic Courses: Employer/Business Perspective

"To what degree do you think that high school and community college graduates possess a balanced education between academics and occupational training?"

Percent No Balance:	Percent Some Imbalonce:	Percent Some Balance:	Percent Complete Balance:	Education Level:
19.8%	39.6%	37.4%	3.2%	Level that high school graduates possess balanced education between academics and occupational training
4.4	22.2	66.7	6.7	Level that community college graduates possess balanced education between academics and occupational training

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Table 2.3
Level of Support By Various Constituencies For Efforts to Integrate Academic and Vocational Education: Faculty/Administrator Perspective

"What has been the general reaction to the following groups to the integration of academic and vocational education?"

Constituency:	Percent Unknown:	Percent Strongly Opposed:	Percent Somewhat Opposed:	Percent Somewhat Supportive:	Percent Strongly Supportive:
Vocational instructors are perceived to be...	24.1%	2.6%	2.6%	14.6%	56.1%
Academic instructors are perceived to be...	14.2	8.1	10.9	36.0	30.7
Program administrators are perceived to be...	30.6	2.6	2.8	17.5	46.5
State vocational staff are perceived to be...	43.0	9.7	0.5	4.3	42.6
State academic staff are perceived to be...	42.8	23.7	4.6	10.9	18.1
Business community is perceived to be...	34.4	7.3	0.5	10.1	47.8

Table 2.4
Percentage of Primary Obstacles and Barriers to Integration of Academic and Vocational Education: Faculty Perspective

"In developing or attempting to develop an integrated plan for your district/program, what do you perceive as the biggest obstacles?"

Percent Cited:	Perceived Obstacle/Barrier:
67.8%	Insufficient financial resources
64.6	Insufficient reassigned/released and/or preparation time for teachers
33.5	Lack of expertise/need for teacher training
30.9	Lack of vision, commitment, leadership at the local level
19.4	Lack of support from administrators
51.2	Lack of understanding/knowledge of concepts and strategies of integration
47.2	Resistance from academic teachers
9.7	Resistance from vocational teachers

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Table 2.5
Academic/Occupational Sequential Courses Of Study: Relationship To Industry Standards: Faculty And Administrator Perspective

"Does your institution/program/district have academic and occupational sequential courses of study?"

% Yes:	Sequential Course of Study Issue:
	Does Your Institution/Program Have Academic And Occupational Sequential Courses Of Study?
75.1%	ALL RESPONDENTS
76.0	Faculty
74.1	Administrators
69.2	High Schools
67.1	ROC/Ps
61.5	Adult Education
86.3	Community Colleges
	Do They Meet Industry Standards?
86.1%	ALL RESPONDENTS
86.1	Faculty
85.4	Administrators
76.0	High Schools
90.7	ROC/Ps
77.8	Adult Education
93.1	Community Colleges

Table 2.6
Integrated Sequence Of Learning And Adequacy Of Preparation For Postsecondary Education: Administrator Perspective

"What percentage of your vocational students receive a progressive and integrated sequence of learning that prepares them for postsecondary education?"

Percent Cited By Administrators:	Student Populations:
40.0%	High School Vocational Students
31.6	ROC/P Vocational Students
23.5	Adult Education Students
36.9	Community College Students
37.0	ALL RESPONDENTS COMBINED

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Table 2.7
Work Skill Attainment Topics Included In Vocational Programs: 1991-1993 Faculty/Administrator Perspective

"Check which of the following were part of your vocational education programs in 1990 and 1993."

Percent Topic Area Included In 1990:	Percent Topic Area Included In 1993:	Work Skill Topic Area:
63.2%	76.2%	Health, safety and environmental areas
75.8	82.5	Work ethics/values
74.1	78.7	Technical skills/productional skills
41.5	53.3	Principles of planning, finance and management
37.9	49.9	Labor and community issues
51.2	73.1	Team building/group decision making/communication skills
41.1	61.1	Principles of technology
73.7	79.6	Basic academic skills (reading, writing, mathematics)
45.1	64.2	Advanced academic skills (science, computers, algebra, etc.)
64.2	83.6	Critical thinking skills/problem solving skills
52.6	65.3	Use and interpretation of data (charts, graphs, analysis, etc.)
68.4	78.9	Employability skills (resume writing, how to interview for a job, etc.)
53.7	59.8	Leadership skills (such as those taught in a student organization,e.g. VICA, FFA)

Table 2.8
Work Skill Attainment Topics Provided In Vocational Education Programs: 1991-1993 Student Perspective

"Have you been provided instruction in the following areas during your current course of study?"

Percent Topic Cited:	Work Skill Topic Area:
61.1%	Health, safety and environmental areas
67.9	Work ethics/values
52.8	Technical skills/productional skills
38.5	Principles of planning, finance and management
28.0	Labor and community issues
61.4	Team building/group decision making/communication skills
35.6	Principles of technology
74.7	Basic academic skills (reading, writing, mathematics)
63.3	Advanced academic skills (science, computers, algebra, etc.)
62.0	Critical thinking skills/problem solving skills
53.8	Use and interpretation of data (charts, graphs, analysis, etc.)
63.3	Employability skills (resume writing, how to interview for a job, etc.)
32.7	Leadership skills (such as those taught in a student organization,e.g. VICA, FFA)

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Table 2.9
Vocational Student Outcomes: 1990-1993
Changes Occurring In Overall:
Administrator Perspective

"During the following academic years, what percentage of the total vocational education population..."?

Mean Percent of Vocational Education Population In 1990:	Mean Percent of Vocational Education Population In 1993:	Student Outcome According to Program Administrators:
38.4%	45.1%	Received a certificate
44.8	51.2	Graduated with a degree
30.3	32.6	Passed an exam for licensure
31.9	35.9	Enrolled in a community college
12.3	13.4	Transferred to a 4 year university or college
8.6	7.7	Entered the military
38.8	40.2	Became employed in the private sector
48.2	52.1	Experienced other positive outcomes

"Of every 10 vocational education program completer/leavers, how many immediately transitioned into a workforce position in 1990 and this year's class?"

Mean Number In 1990:	Mean Number In 1993:	Student Outcome According To Program Administrators:
4.5	4.7	Of every ten completers immediately transitioned into a workforce position

"Does your school/campus conduct a student follow-up study on completer/leavers?"

Percentage Responding No:	Percentage Responding Yes:	Follow-up Information Provided By Program Administrators:
32.4%	67.6%	Does your school conduct follow-up studies on completer/leavers?

Respondents = All Administrators

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Table 2.10
Linking Vocational Education With Workplace Competencies: Student Perspective

Percent Cited:	Linkages To Workplace Competencies:
	If now working, is job related to vocational training?
35.7%	No
64.3	Yes
	Adequacy of preparation to enter workforce
5.3%	Not prepared well by vocational education programs
26.4	Somewhat prepared by vocational education programs
37.8	Adequately prepared by vocational education program
30.6	Very well prepared by vocational education program
	Was your vocational education program broad based or job specific?
36.0%	Program was broad based across profession
25.0	Program was focused on job specific training
39.0	Program was both broad based and job specific

Table 2.11
Linking Vocational Education With Workplace Competencies: Business/Employer Perspective

"Using the standard Grade A-F, how would you rate the overall preparedness of a new employee directly from a school today compared to 3 years ago?"

GPA For New Employees Of 1990	GPA For New Employees Of 1993	Employer Grade For New Employee Who Is A:
2.3 GPA	2.5 GPA	ROC/P Program Completer
1.9	1.8	High School Graduate
2.1	2.3	Adult School Completer
2.5	2.5	Community College Graduate
2.2	2.3	OVERALL PROGRAM COMPLETER

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Table 2.12
Instruction And Experience Preparing Students For Industry:

FACULTY AND ADMINISTRATOR PERSPECTIVE

"Check which of the following were part of your vocational education programs in 1993."

Percent Topic Area Provided:	Content Areas:
76.2%	Health, safety and environmental areas
82.5	Work ethics/values
78.7	Technical skills/productional skills
53.3	Principles of planning, finance and management
49.9	Labor and community issues
73.1	Team building/group decision making/communication skills
61.1	Principles of technology
79.6	Basic academic skills (reading, writing, mathematics)
64.2	Advanced academic skills (science, computers, algebra, etc.)
83.6	Critical thinking skills/problem solving skills
65.3	Use and interpretation of data (charts, graphs, analysis, etc.)
78.9	Employability skills (resume writing, how to interview for a job, etc.)
59.8	Leadership skills (e.g. those taught in a student organization,e.g. VICA, FFA)

STUDENT PERSPECTIVE

"Have you been provided instruction in the following areas during your course of study?"

61.1%	Health, safety and environmental areas
67.9	Work ethics/values
52.8	Technical skills/productional skills
38.5	Principles of planning, finance and management
28.0	Labor and community issues
61.4	Team building/group decision making/communication skills
35.6	Principles of technology
74.7	Basic academic skills (reading, writing, mathematics)
63.3	Advanced academic skills (science, computers, algebra, etc.)
62.0	Critical thinking skills/problem solving skills
53.8	Use and interpretation of data (charts, graphs, analysis, etc.)
63.3	Employability skills (resume writing, how to interview for a job, etc.)
32.7	Leadership skills (e.g. those taught in a student organization,e.g. VICA, FFA)

FACULTY/ADMINISTRATOR PERSPECTIVES

Outcome:	Activity:
3.0 GPA	GPA faculty give vocational education programs for their involvement of business representatives in program planning, development and evaluation
76.0%	Percent of time business and industry representatives are used by faculty and administrators in the development of vocational education new programs or courses
82.6%	Percent of time advisory committees which have business and industry representatives are used by faculty and administrators in the development of vocational education new programs or courses

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Table 2.13
The Activities And Responsibilities Of A Typical Advisory Committee: Business/Employer Perspective

"As a member of a vocational education advisory committee, which of the following topics have you discussed on a regular basis?"

Percent Activity/Topic Was Considered:	Topics Or Activity Areas Regularly Part of Program Advisory Committee Agendas:
14.4%	Financial support for students
40.0	New and emerging technologies
52.2	Industry standards or requirements
34.4	"Tech-prep" course development
33.3	Equipment donations
31.1	Job performance feedback for new hires
28.9	Guest lecturers/speakers
10.0	Field trips
22.2	Teacher preparation for and knowledge of occupation for which training is provided
23.3	Financial support for institution (school/college)
48.9	Local labor market needs
25.6	Wage rates
17.8	Equipment upgrading
48.9	Needed course changes or revisions
18.9	Employer-faculty exchange
45.6	Vocational education worksite training/internships
11.1	Teacher job shadowing

"Using a regular grading scale of A to F, what grade would you give each of the following?"

GPA Grade For Program Advisory Committees:	Area Of Effectiveness:
2.7 GPA	Grade for overall effectiveness of business and industry representatives on vocational education program advisory committees
2.6	Grade for overall results of vocational education program advisory committee recommendations

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Table 2.14
Reliance On Broad-Based And/Or Occupation Specific Instruction To Provide Students With Practical Industry Preparation: Faculty Perspective

"...which of the following are provided to your students in broad-based and occupation specific instruction?"

Percent Topics Provided Via Broad-Based Instruction Only:	Percent Topics Provided Via Occupation-Specific Instruction Only:	Percent Topics Provided Via Both Types Of Instruction:	Percent Topics Not Offered:	Topic Area:
24.0%	34.8%	30.5%	10.7%	Health, safety and environmental areas
29.8	31.9	33.2	5.1	Work ethics/values
11.1	59.1	26.0	3.8	Technical skills/productional skills
23.2	31.0	17.2	28.6	Principles of planning, finance and management
26.9	28.8	16.8	27.4	Labor and community issues
28.7	29.1	35.9	6.3	Team building/group decision making/communication skills
14.8	42.4	21.9	21.0	Principles of technology
36.7	21.8	37.6	3.9	Basic academic skills (reading, writing, mathematics)
31.8	29.9	25.7	12.6	Advanced academic skills (science, computers, algebra, etc.)
26.4	26.9	44.3	2.4	Critical thinking skills/problem solving skills
20.5	41.5	28.1	9.8	Use and interpretation of data (charts, graphs, analysis, etc.)
28.8	33.6	33.2	4.4	Employability skills (resume writing, how to interview for a job, etc.)
21.5	33.2	29.1	16.1	Leadership skills (such as those taught in a student organization.e.g. VICA, FFA)

3.3 GPA — GPA faculty gives vocational education programs for providing students with broad-based instructions for the industry they are preparing to enter

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Table 2.15
Provision By Institution Of Specific Services/Resources Designed To Meet The Vocational Education Needs Of Special Populations: Faculty Perspective

"For each item, please fill in if your program/school/college provided it during the 1993 program year, and, if so, the level of provision."

Percent Cited Services Not Provided:	Percent Cited Services Minimally Provided:	Percent Cited Services Sufficiently Provided:	Services/Resources Provided To Special Populations:
29.5%	36.2%	34.4%	Adapted/simplified equipment
36.1	16.2	47.7	Interpreting services for hearing impaired students
32.2	21.5	46.4	Vocational English as Second Language classes
10.5	19.2	69.9	Students' rights notification
11.3	38.5	50.2	Teacher aides/tutoring or other individual attention
8.1	32.3	59.6	Remedial education
17.6	39.2	43.2	Specialized instructional materials (technical manuals, etc.)
12.8	35.9	51.3	Support services (like study groups, tutoring, advising)
29.2	40.3	30.5	Mentoring by teacher, business person, etc.
44.3	22.2	33.5	Child care services
13.2	27.8	59.0	Textbooks
5.9	29.8	64.3	Guidance and counseling
20.6	47.6	31.8	Job placement/transition services
50.4	18.0	31.6	Transportation (to/from schoo[illegible]r worksite)
2.6	24.3	73.0	Vocational education program access
5.3	18.4	76.3	Instructional materials free of gender bias
18.4	35.6	46.0	On the job training and work experience

Respondents = All Faculty

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Table 2.16
Provision By Institution Of Specific Services/Resources Designed To Meet The Vocational Education Needs Of Special Populations: Completer Student Perspective

"Check if you needed the following services and then how much the service was provided to you."

Percent Cited Did Not Need or Request.	Percent Cited Needed But Not Provided.	Percent Cited Needed - Minimally Provided.	Percent Cited Needed - Sufficiently Provided.	Services/Resources Provided To Special Populations.
65.2%	3.7%	8.5%	22.6%	Adapted/simplified equipment
93.4	3.3	1.8	1.5	Interpreting service for hearing impaired students
83.6	3.6	4.0	8.7	Vocational English as Second Language classes
52.0	14.5	12.4	21.1	Students' rights notification
37.9	9.2	17.3	35.7	Teacher aides/tutoring or other individual attention
19.6	21.1	24.0	35.3	Financial aid
74.4	5.6	9.6	10.4	Remedial education
42.1	8.5	15.9	33.6	Specialized instructional materials (technical manuals, etc.)
35.8	10.2	17.9	36.1	Support services (like study groups, tutoring, advising)
43.8	15.4	14.2	26.6	Mentoring by teacher, businessperson, etc.
73.7	11.3	3.6	11.3	Childcare services
9.9	12.1	14.7	63.2	Textbooks
9.5	9.2	33.3	48.0	Guidance and counseling
31.1	24.5	17.6	26.7	Job placement/transition services
69.1	12.1	4.8	14.0	Transportation (to/from school or worksite)
32.1	13.3	14.4	40.2	Vocational education program access
50.9	7.0	11.7	30.4	Instructional materials free of gender bias
31.6	16.0	14.9	37.5	On the job training and work experience

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Table 2.17
Institutional Efforts To Recruit/Provide Access To Special Population Students: Faculty Perspective

High School Outcome:	ROC/P Outcome:	Adult Education Outcome:	Community College Outcome:	Item:
				Institutional/Program Efforts To Provide Vocational Education Program Access To Special Population Students
1.0%	3.3%	0.0%	5.8%	Not Really Provided
27.0	33.3	0.0	18.8	Only Minimally Provided
72.0	73.3	100.0	75.4	Sufficiently Provided
2.6 GPA	3.0 GPA	2.9 GPA	2.8 GPA	GPA Grade Faculty Give The Program Or Institution For Efforts To Actively Recruit Special Population Students To Enter Non-Traditional Training Programs

Table 2.18
Institutional Efforts To Eliminate Gender Bias In Vocational Education Programs As A Strategy To Meet A Special Population Need: Faculty & Administrator Perspective

High School GPA Grade:	ROC/P GPA Grade:	Adult Education GPA Grade:	Community College GPA Grade:	Institutional Effort Being Graded:
2.6 GPA	2.7 GPA	2.3 GPA	2.8 GPA	Teachers receive adequate information on how to prevent & eliminate gender bias
3.2	3.3	2.7	3.1	Curriculum guides are absent of gender specific references
3.2	3.3	2.7	2.8	Textbooks are free of gender specific references
2.7	2.8	2.1	2.8	Students are informed about gender bias references/ remarks
2.4	3.1	3.0	3.4	Grievance procedure for students exposed to gender bias
2.3	2.6	2.3	2.4	Vocational education programs reflect gender balance
Moderate Change	Moderate Change	Moderate Change	Moderate Change	Comparing today with 1990, the level of positive change that has occurred in the institution with respect to addressing gender bias
Sufficiently Provided	Sufficiently Provided	Sufficiently Provided	Sufficiently Provided	Perceived current level by institution to provide institutional materials free of gender bias

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Table 2.19
Evidence That Institutional Programs Enable Special Population Students To Enter And Complete Vocational Programs And Obtain Employment At Rates Comparable To Overall Institutional/Program Rates: Completer Student Perspective

Percent YES High School:	Percent YES ROC/P's:	Percent YES Adult Education:	Percent YES Community College:	Outcome/Criteria:
				Did you complete your recent vocational education program and graduate with a degree/diploma?
74.1%	45.9%	21.7%	78.8%	Non-Special Population Student
75.0	35.6	40.9	76.2	Special Population Student
				Did you complete your recent vocational education program and receive a certificate?
52.4%	90.0%	88.0%	70.5%	Non-Special Population Student
62.1	92.5	86.2	57.9	Special Population Student
				Are you currently employed?
71.4%	76.4%	81.5%	83.1%	Non-Special Population Student
65.0	75.0	67.7	71.0	Special Population Student
				If employed, is your job related to your vocational training?
47.6%	78.7%	90.0%	65.3%	Non-Special Population Student
54.5	35.1	82.6	61.9	Special Population Student
				Special Populations How well were you prepared to enter the workforce?
5.1%	5.6%	3.3%	6.6%	Not prepared well by my vocational education program
28.2	23.9	26.7	29.5	Somewhat prepared by my vocational education program
43.6	32.4	33.3	41.0	Adequately prepared by my vocational education program
23.1	38.0	36.7	23.0	Very well prepared by my vocational education program
				Non-Special Populations How well were you prepared to enter the workforce?
3.8%	1.9%	4.0%	2.6%	Not prepared well by my vocational education program
30.8	22.6	28.0	28.6	Somewhat prepared by my vocational education program
42.3	35.8	28.0	35.1	Adequately prepared by my vocational education program
23.1	39.6	40.0	33.8	Very well prepared by my vocational education program

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Table 2.20
Institutional Efforts To Raise The Quality Of Vocational Education In Schools With High Concentrations Of Poor And Low Achieving Students: Comparing 1993 To 1990: Aggregate Perspective

"Comparing today with 1990, indicate the amount of change that has occurred in the following areas in your institution's overall vocational education program."

Mean Identified Change For Non-High/Low Schools:	Mean Identified Change For High Low Schools:	Quality Strategies:
Moderate Change	Moderate Change	Increased student completion rates
Above Average Change	Above Average Change	Continued teacher training/staff development
Moderate Change	Moderate Change	Improved equipment
Moderate Change	Minimal Change	Improved facilities
Above Average Change	Moderate Change	Improved curricula
Moderate Change	Moderate Change	Business and industry support
Minimal Change	Minimal Change	Competitive completer/leaver wage rates
Moderate Change	Moderate Change	Improved and increased support services
Moderate Change	Moderate Change	Increased student work skill attainment
Moderate Change	Moderate Change	Increased job placement rates
Moderate Change	Moderate Change	Increased linkages between secondary and postsecondary institutions
Moderate Change	Moderate Change	Relevance of programs to workplace
Moderate Change	Moderate Change	Improved student retention rates
Moderate Change	Minimal Change	Higher scores on district tests
Moderate Change	Minimal change	Higher scores on state-level tests (performance tests) (K-12 only)
Minimal Change	Minimal Change	Improved guidance and counseling services
Moderate Change	Above Average change	Increased student passing rates on licensure examinations
Moderate Change	Moderate Change	Gender bias

Potential Response = No change, Minimal change, Moderate change, Above average change, Substantial change
Respondents = Faculty And Administrators

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Table 2.21
Extent Vocational Courses Are Integrated With Academic Courses: "High/Low" vs. "Non High/Low" Schools: Faculty & Administrator Perspective

"Has your institution implemented, or is planning to implement, the following strategies for integrating vocational & academic education?"

Percent Not Planned:	Percent Planned/Not Implemented:	Percent Partially Implemented:	Percent Fully Implemented:	High/Low Schools:
9.3%	13.3%	53.3%	24.0%	Incorporate academic competencies into existing vocational curricula
36.0	28.0	21.3	14.7	Provide courses taught by vocational and academic teachers
28.4	21.6	40.5	9.5	Provide in-service training on integration for academic and vocational education faculty
45.9	13.5	28.4	12.2	Award joint vocational and academic credit for integrated courses
20.5	26.0	43.8	9.6	New course curricula combining academic & vocational competencies
37.8	29.7	25.7	6.8	Team teaching/planning between vocational and academic education faculty
26.0	21.9	39.7	12.3	Utilize occupationally related applications to illustrate academic concepts within existing academic courses
29.1	22.0	36.1	12.7	OVERALL

Percent Not Planned:	Percent Planned/Not Implemented:	Percent Partially Implemented:	Percent Fully Implemented:	Non High/Low Schools:
8.7%	18.8%	54.2%	18.3%	Incorporate academic competencies into existing vocational curricula
37.0	25.3	24.0	13.8	Provide courses taught by vocational and academic teachers
22.7	24.5	39.9	12.8	Provide in-service training on integration for academic and vocational education faculty
31.0	21.4	32.3	15.4	Award joint vocational and academic credit for integrated courses
18.0	29.7	38.5	13.8	New course curricula combining both academic and vocational competencies
35.1	29.9	27.5	7.5	Team teaching/planning between vocational and academic education faculty
20.9	29.3	37.7	12.0	Utilize occupationally related applications to illustrate academic concepts within existing academic courses
24.8	25.6	36.3	13.4	OVERALL

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Table 2.22
Efforts To Ensure Programs Are Relevant To The Workplace, Reflect Current And Future Labor Market Needs And Address Needs In Areas Of Emerging Technology: Faculty Perspective

High School GPA Grade:	ROC/P GPA Grade:	Adult Education GPA Grade:	Community College GPA Grade:	Grade Given For Following Program Characteristics:
3.4 GPA	3.7 GPA	4.0 GPA	3.7 GPA	Is relevant to the workplace
3.1	3.7	3.9	3.4	Reflects current labor market needs
3.0	3.5	3.8	3.3	Reflects and anticipates future labor market needs
2.9	3.2	3.4	3.0	Reflects new and emerging technologies
2.6	3.1	3.0	2.8	Collects labor market info for program development
2.5	3.3	3.9	2.5	Provides students with a worksite component
2.8	3.4	3.5	3.1	Involves business and industry representatives in program planning, development and evaluation process
3.1	3.6	3.1	3.3	Provides students with broad-based instruction for the industry they are preparing to enter
3.2	3.7	4.0	3.5	Provides our students training relevant to the occupation for which they are being trained

Table 2.23
Strategies And Resources Used To Develop Or Ensure Programs Are Relevant To The Workplace, Reflect Labor Market Needs And Address Emerging Technologies: Faculty/Administrator Perspective

Percent Strategy Cited As Used By High Schools:	Percent Strategy Cited As Used By ROC/P's:	Percent Strategy Cited As Used By Adult Education:	Percent Strategy Cited As Used By Community Colleges:	Strategies/Resources Used In Program And Course Development:
62.9%	82.9%	73.3%	79.5%	Current labor market information
43.8	61.8	40.0	67.8	Local employer surveys
70.8	81.6	73.3	80.7	Business and industry contacts
48.9	52.6	40.0	60.8	Statewide employment trends
53.9	72.4	33.3	64.3	Future labor market projections
75.3	88.2	86.7	88.3	Advisory committee input
77.5	65.8	73.3	81.3	Instructor experience
70.2	82.9	66.7	84.2	New and emerging technologies information

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Table 2.24
Assessing Ability Of Vocational Curriculum, Equipment And Material To Meet Workforce/Workplace Demands: Faculty And Business/Employer Perspective

"Using the standard A-F grading system, grade your vocational education program efforts in the following areas."

GPA Grade:	Vocational Education Program Element:
	FACULTY PERSPECTIVE:
3.3 GPA	Vocational education program reflecting current labor market needs
3.2	Vocational education program reflecting and anticipating future labor market needs
2.7	Vocational education program utilizing labor market information for program development
3.3	Vocational education program providing students training relevant to the occupation for which they are being trained
3.4	Vocational education program being relevant to the workplace
	BUSINESS/EMPLOYER PERSPECTIVE:
2.5 GPA	Vocational education program meets industry standards
2.7	Vocational program teachers are adequately trained in the career field they are teaching
2.3	Adequacy of vocational education program training equipment
2.4	Adequacy of vocational education program training facilities

Table 2.25
Meeting The Demands Of The Workforce And Workplace Through The Provision Of Worksite Component And Experience

Outcome:	Worksite Related Item:
32.4%	Approximate amount of worksite experience a student receives during his/her vocational program *(Faculty perspective)*
2.6 GPA	GPA grade typical vocational education program receives for providing students with a worksite component as part of the program *(Faculty perspective)*
Needed/Sufficiently Provided	Mean response of vocational education program in terms of providing worksite training or experience *(Student perspective)*
54.7%	Percent of business/employers that believe vocational education students DO ADEQUATE AMOUNT of worksite experience in their vocational education programs *(Business perspective)*

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Table 2.26
Assessment By Business As To Preparation Of Completer Students With Basic and Higher Order Workplace and Workforce Competencies

"Assess the proficiency of today's vocational education graduate employed by you."

Grade Point Average For Employee:	Employee Proficiency Area Being Graded:
2.1 GPA	Math skills
2.2	Reading skills
1.8	Writing skills
2.0	Listening skills
1.9	Speaking skills
2.1	Interpersonal skills
2.3	Entry level occupational skills
2.0	Health and safety knowledge
1.7	Problem solving skills
1.5	Leadership skills
2.1	Work ethics/values (honesty, dependability, grooming)
1.6	Advanced level occupational skills

Table 2.27
Adequacy Of Vocational Programs In Providing Workplace Competencies Reflecting The Hiring Needs Of Employers: Completer Student And Business Perspective

Percent Citing Response:	Item:
	COMPLETER STUDENT PERSPECTIVE
	Adequacy of preparation to enter workforce
5.3%	Not prepared well by vocational education programs
26.4	Somewhat prepared by vocational education programs
37.8	Adequately prepared by vocational education program
30.6	Very well prepared by vocational education program
	BUSINESS/EMPLOYER PERSPECTIVE
	Grade employer gives to program for preparing a workplace competent and adequate student graduate
2.6 GPA	ROC/P programs
1.7	High Schools
2.3	Adult Schools
2.6	Community Colleges
2.3 GPA	OVERALL GRADE

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Table 2.28
Evidence That Vocational Programs Meet The Occupational Preparation And Employment Needs Of Special Population Students: Completer Student Perspective

Percent Outcome of Non-Special Population Students:	Percent Outcome of Special Population Students:	Outcome/Criteria:
		Did you complete your recent vocational education program and graduate with a degree/diploma?
62.1%	62.7%	YES
		Did you complete your recent vocational program and receive a certificate?
77.5%	74.6%	YES
		Are you currently employed?
79.0%	70.7%	YES
		If employed, is your job related to your vocational training?
70.2%	61.5%	YES
		How well were you prepared to enter the workforce?
2.7%	5.6%	Not prepared well by my vocational education program
26.8	27.3	Somewhat prepared by my vocational education program
36.1	37.8	Adequately prepared by my vocational education program
34.4	29.2	Very well prepared by my vocational education program

Table 2.29
Evidence That Vocational Programs Meet The Occupational Preparation And Employment Needs Of Special Population Students: Business/Employer Perspective

"Compared to 1990, do you hire less, the same, or more of the following kinds of vocational education program graduates?"

I Don't Hire	Percent I Hire Less Today:	Percent I Hire Same Today:	Percent I Hire More Today:	Of This Type Graduate Compared To 1990:
19.8%	3.5%	54.7%	20.9%	Females prepared for a job traditionally done by a male
17.1	4.6	53.1	24.0	Males prepared for a job traditionally done by a female
38.9	12.0	44.3	4.2	Formerly incarcerated youth and/or adults
34.1	12.1	43.4	9.2	People with limited English speaking/reading abilities
20.6	7.3	55.8	13.3	Physically disabled individuals

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Table 2.30
Addressing The Relative Training And Retraining Needs Of Students: Business/Employer Perspectives On The Adequacy And Preparation Of Vocational Education Program Completer Students

"How would you rate the overall preparedness of a new employee direct from high school or community college today...?"

GPA Grade:	Employer Perspectives:
2.5 GPA	GPA rating of overall preparedness of today's ROC/P program completer
1.8	GPA rating of overall preparedness of today's high school graduate
2.3	GPA rating of overall preparedness of today's adult school completer
2.5	GPA rating of overall preparedness of today's community college graduate
2.3	OVERALL VOCATIONAL EDUCATION PROGRAM COMPLETER

"Do high school and community college graduates have a balanced education between academics and occupational training?"

Regarding a balanced education between academic and vocational training, today's...

	High School Graduates possess:
19.8%	No balance
39.6	Some imbalance
37.4	Some balance
3.2	Complete balance
	Community College Graduates possess:
4.4%	No balance
22.2	Some imbalance
66.7	Some balance
6.7	Complete balance

Table 2.31
Training And Retraining Needs Of Students: Business Perspectives On Programs To Provide A Trained/Retrained Completer Student

"Using a regular grading scale of A to F, what grade would you give the following for preparing students for work?"

GPA Grade:	Grade Given To Program For Preparing Adequately Trained Student/Worker:
2.6 GPA	ROC/P programs
1.7	High Schools
2.3	Adult Schools
2.6	Community Colleges
2.3 GPA	OVERALL GRADE

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Table 2.32
Assessment Of Adequacy Of Programs To Address Academic And Occupational Training/Retraining Needs Of Vocational Education Students: Student Perspective

"Using a regular grading scale A to F, what grade would you give for the vocational training (e.g., the program, courses, and assistance) you received (are receiving) ...?"

GPA Grade:	Students Grade The Adequacy Of The Vocational Education Program To Meet Their Academic, Occupational, And Training Needs:
2.7 GPA	High School (for those who attended here for their program)
3.1	ROC/P (for those who attended here for their program)
3.0	Adult School (for those who attended here for their program)
3.2	Community College (for those who attended here for their program)

Respondents = Current And Completer Students

"How well do you feel you were prepared to enter the workforce?"

Percent Indicating Response:	How Well Did Program Prepare Student To Enter Workforce?
5.3%	Not prepared well by vocational education programs
26.4	Somewhat prepared by vocational education programs
37.8	Adequately prepared by vocational education program
30.6	Very well prepared by vocational education program

Respondents = All Completer Students

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Table 2.33
Providing Students With Experience In The Industry Students Are Preparing To Enter: Business/Employer Perspective

"Assess the proficiency of today's vocational education graduate employed by you."

GPA Grade For Employee:	Employee Proficiency Area Being Graded:
2.3 GPA	Entry level occupational skills
2.0	Health and safety knowledge
1.7	Problem solving skills
1.5	Leadership skills
2.1	Work ethics/values (honesty, dependability, grooming)
1.6	Advanced level occupational skills

"Using the standard A-F grading system, grade your vocational education program efforts in the following areas."

GPA Grade:	Vocational Education Program Element:
2.5 GPA	Vocational education program meets industry standards
2.7	Vocational education program teachers are adequately trained in the career field they are teaching
2.3	Adequacy of vocational education program training equipment
2.4	Adequacy of vocational education program training facilities

Respondents = Employers Of Recent Vocational Education Program Students/Graduates

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Table 2.34
Providing Students With Academic Skills And Training In Key Aspects Of Industry

FACULTY PERSPECTIVE

"Using the standard A-F grading system, grade your vocational education program efforts in the following areas."

GPA Grade By Faculty.	Faculty Assessment Regarding Vocational Program Efforts In The Following Areas:
3.5 GPA	Is relevant to the workplace
3.3	Reflects current labor market needs
3.2	Reflects and anticipate future labor market needs
3.0	Reflects new and emerging technologies
2.7	Collects/utilizes labor market information for program development
2.6	Provides students with a worksite component as part of program
3.0	Involves business representatives in program planning, development and evaluation
3.3	Provides students with broad-based instruction for the industry they are entering
3.4	Provides training relevant to the occupation for which they are being trained

BUSINESS/EMPLOYER PERSPECTIVE

"Assess the proficiency of today's vocational education graduate employed by you."

GPA Grade For Employee:	Employee Proficiency Area Being Graded:
2.1GPA	Math skills
2.2	Reading skills
1.8	Writing skills
2.0	Listening skills
2.1	Interpersonal skills
1.7	Problem solving skills

"Using The Standard Grade A-F, How Would You Rate The Overall Preparedness Of A New Employee Directly From A School Today Compared To 3 Years Ago."

GPA Grade For Employee:	Employer Grade For New Employee Who Is A:
2.5 GPA	ROC/P Program Completer
1.8	High School Graduate
2.3	Adult School Completer
2.5	Community College Graduate
2.3 GPA	OVERALL PROGRAM COMPLETER

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TOP DEMAND OCCUPATIONS TO THE YEAR 2005 AND BEYOND

CALIFORNIA

Top 20 Demand Occupations	**Expected Number Of New Jobs**
Salespersons - Retail (non-vehicle)	117,650
General Office Clerks	98,220
Waiters and Waitresses	89,010
General Managers, Top Executives	86,820
Cashiers	75,500
Secretaries, General	66,630
Combined Food Prep and Service	64,040
Receptionist, Information Clerks	57,020
Registered Nurses	56,030
Food Preparation Workers	53,820
Janitors, Cleaners - Except Maids	49,710
Guards and Watch Guards	41,930
Cooks - Restaurant	39,940
Truck Drivers - Light	39,550
Sales Reps, Non-Scientific Except Retail	36,320
Accountants and Auditors	34,100
Gardeners, Groundskeepsers - Except Farm	32,980
Computer Programmers, Including Aides	32,930
Typists, Including Word Processing	30,260
Dining Room Attendants, Bar Helpers	29,710
Total number of new jobs expected for these demand occupations by the year 2000	**1,132,170**

Source: State of California EDD, "Projections of Employment 1990-2005"

UNITED STATES

Top 20 Demand Occupations	**Expected Number Of New Jobs**
Salespersons - Retail	887,000
Registered Nurses	767,000
Cashiers	685,000
General Office Clerks	670,000
Truck Drivers, Light and Heavy	617,000
General Managers, Top Executives	598,000
Janitors, Cleaners - Including Maids	555,000
Nurse Aides, Orderlies, Attendants	552,000
Counter Attendants - Food	550,000
Waiters and Waitresses	449,000
Teachers - Secondary School	437,000
Receptionists, Information Clerks	422,000
Systems Analysts - Electronic Data Processing	366,000
Food Preparation Workers	365,000
Child Care Workers	353,000
Gardeners, Groundskeepers, Ex Farm	348,000
Accountants and Auditors	340,000
Computer Programmers	317,000
Teachers - Elementary School	313,000
Guards and Watch Guards	298,000
Total number of new jobs expected for these demand occupations by the year 2005	**9,889,000**

Source: U.S. Department of Labor, "Outlook 1990-2005"

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SAMPLE OF DEMAND OCCUPATIONAL LISTS BY COUNTY/MSA

The following tables come from the by-county or by-MSA "Projections of Employment" reports published by State of California EDD and feature data presented in the Table 4 series of each of those individual report volumes.

ALAMEDA COUNTY

Top 20 Demand Occupations	Expected Number Of New Jobs
Salespersons - Retail	3,960
General Managers, Top Executives	2,900
Cashiers	2,660
Registered Nurses	2,190
Janitors, Cleaners - Except Maids	2,160
General Office Clerks	2,100
Waiters and Waitresses	1,870
Guards and Watch Guards	1,680
Computer Programmers, Including Aides	1,670
Secretaries, NEC	1,590
Systems Analysts - Electronic Data Processing	1,210
Food Preparation Workers	1,200
Accountants and Auditors	1,160
Sales Reps, Non-Scientific Except Retail	1,100
Receptionists, Information Clerks	1,100
Truck Drivers, Light	1,060
Combined Food Prep and Service	980
Electric, Electronic Engineers	920
Electric, Electronic Enghineering Tech	850
Truck Drivers, Heavy	820
Stock Clerks - Sales Floor	820
Total number of new jobs expected for these demand occupations by 1996	**34,000**

CONTRA COSTA COUNTY

Top 20 Demand Occupations	Expected Number Of New Jobs
Salespersons - Retail	2,490
General Managers, Top Executives	1,590
Cashiers	1,550
General Office Clerks	1,510
Registered Nurses	1,040
Computer Programmers, Including Aides	990
Janitors, Cleaners - Except Maids	890
Systems Analysts - Electronic Data Processors	870
Secretaries, NEC	830
Waiters and Waitresses	800
Carpenters	710
Receptionists, Information Clerks	660
Bookkeeping, Accounting Clerks	640
Gardeners, Groundskeepers - Except Farmers	580
Stock Clerks - Sales Floor	510
Truck Drivers, Light	510
Guards and Watch Guards	500
Food Preparation Workers	500
Truck Drivers, Heavy	490
Accountants and Auditors	490
Total number of new jobs expected for these demand occupations in 1993	**18,150**

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FRESNO COUNTY

Top 20 Demand Occupations	**Expected Number Of New Jobs**
Salespersons - Retail	1,750
General Office Clerks	1,170
Cashiers	1,130
General Managers, Top Executives	960
Accountants and Auditors	800
Secretaries, NEC	730
Waiters and Waitresses	730
Stock Clerks - Sales Floor	680
Registered Nurses	660
Food Preparation Workers	610
Instructional Aides	570
Janitors, Cleaners - Except Maids	560
Combined Food Prep and Service	560
Receptionists, Information Clerks	500
Gardeners, Groundskeepers - Except Farmers	500
Nurse Aides, Orderlies, Attendants	470
Bookkeeping, Accounting Clerks	460
Teachers - Elementary School	410
Teachers - Secondary School	360
Guards and Watch Guards	350
Total number of new jobs expected for these demand occupations by 1997	**13,960**

IMPERIAL COUNTY

Top 20 Demand Occupations	**Expected Number Of New Jobs**
Correction Officers, Jailers	590
Salespersons - Retail	310
Cashiers	230
General Managers, Top Executives	170
Teachers - Elementary School	110
Teacher Aides - Paraprofessional	100
General Office Clerks	90
Waiters and Waitresses	80
Stock Clerks - Sales Floor	80
Registered Nurses	80
Counter Attendants - Food	70
Teachers - Vocational Education and Training	70
Bookkeeping, Accounting Clerks	60
Truck Drivers, Heavy	60
Teachers - Secondary School	60
Truck Drivers, Light	60
Maintenance Repairers, General Utility	60
Food Preparation Workers	50
Carpenters	40
Janitors, Cleaners - Except Maids	40
Vocational, Educational Counselors	40
Accountants and Auditors	40
Automotive Mechanics	40
Total number of new jobs expected for these demand occupations in 1993	**2,730**

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LOS ANGELES COUNTY (Los Angeles-Long Beach MSA)

Top 20 Demand Occupations	Expected Number Of New Jobs
Sewing Machine Operators - Garment	13,530
General Office Clerks	8,440
General Managers, Top Executives	8,290
Producers, Directors, Actors	8,270
Waiters and Waitresses	7,650
Registered Nurses	7,610
Salespersons - Retail	6,180
Receptionists, Information Clerks	5,810
Secretaries, NEC	5,800
Combined Food Prep and Service	5,500
Instructional Aides	4,970
Food Preparation Workers	4,890
Cashiers	4,790
Truck Drivers, Light	4,670
Guards and Watch Guards	4,430
Nurse Aides, Orderlies, Attendants	4,240
Teachers - Elementary School	3,740
Sales Reps, Non-Scientific - Except Retail	3,740
Cooks - Restaurant	3,690
Accountants and Auditors	3,610
Total number of new jobs expected for these demand occupations by 1997	**119,850**

MONTEREY COUNTY (Salinas-Seaside-Monterey MSA)

Top 20 Demand Occupations	Expected Number Of New Jobs
Waiters and Waitresses	360
Salespersons - Retail	340
Registered Nurses	200
Cashiers	190
General Office Clerks	170
Dining Room Attendants, Bar Helpers	160
Cooks - Restaurant	160
General Managers, Top Executives	150
Food Preparation Workers	140
Maids and Housekeeping Cleaners	130
Correction Officers, Jailers	110
Guards and Watch Guards	100
Sales Reps, Non-Scientific Except Retail	100
Food Service and Lodging Managers	100
Truck Drivers, Heavy	90
Hotel Desk Clerks	90
Janitors, Cleaners - Except Maids	80
Bartenders	80
Receptionists, Information Clerks	70
Accountants and Auditors	70
Total number of new jobs expected for these demand occupations by 1996	**2,890**

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ORANGE COUNTY

Top 20 Demand Occupations	Expected Number Of New Jobs
Salespersons - Retail	9,830
General Managers, Top Executives	8,400
General Office Clerks	6,510
Registered Nurses	5,070
Waiters and Waitresses	4,500
Sales Reps, Non-Scientific Except Retail	4,410
Gardeners, Groundskeepers - Except Farmers	3,920
Receptionists, Information Clerks	3,330
Cashiers	3,300
Accountants and Auditors	3,020
Secretaries, NEC	2,870
Janitors, Cleaners - Except Maids	2,800
Computer Programmers, Including Aides	2,750
Truck Drivers, Light	2,640
Electric, Electronic Engineers	2,440
Maintenance Repairers, General Utility	2,410
Bookkeeping, Accounting Clerks	2,370
Electric, Electronic Engineering Tech	2,280
Systems Analysts - Electronic Data Processors	2,130
Assemblers, Fabricators - Except Machinists, Electricians	2,010
Total number of new jobs expected for these demand occupations by 1996	**76,990**

RIVERSIDE COUNTY

Top 20 Demand Occupations	Expected Number Of New Jobs
Salespersons - Retail	3,410
General Managers, Top Executives	2,290
Waiters and Waitresses	2,250
Carpenters	2,150
General Office Clerks	2,000
Cashiers	1,920
Teachers - Elementary School	1,910
Teachers - Secondary School	1,520
Teacher Aides, Educational Assistants	1,430
Registered Nurses	1,410
Gardeners, Groundskeepers - Except Farmers	1,390
Assemblers, Fabricators - Except Machinists, Electricians	1,310
Janitors, Cleaners - Except Maids	1,260
Food Preparation Workers	1,200
Maintenance Repairers, General Utility	1,160
Secretaries, NEC	1,140
Dining Room Attendants, Bar Helpers	1,080
Maids and Housekeeping Cleaners	920
Bookkeeping, Accounting Clerks	900
Teachers - Vocational Education and Training	890
Total number of new jobs expected for these demand occupations by 1996	**31,540**

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SACRAMENTO COUNTY

Top 20 Demand Occupations	Expected Number Of New Jobs
Salespersons - Retail	4,010
Registered Nurses	2,850
General Managers, Top Executives	2,770
General Office Clerks	2,180
Cashiers	1,930
Carpenters	1,630
Accountants and Auditors	1,390
Receptionists, Information Clerks	1,320
Secretaries, NEC	1,170
Janitors, Cleaners - Except Maids	1,020
Sales Reps, Non-Scientific Except Retail	1,010
Computer Programmers, Including Aides	1,000
Truck Drivers, Light	960
Truck Drivers, Heavy	910
Gardeners, Groundskeepers - Except Farmers	870
Lawyers	850
Maintenance Repairers, General Utility	840
Teachers - Elementary School	830
Waiters and Waitresses	830
Licensed Vocational Nurses	750
Nurse Aides, Orderlies, Attendants	750
Total number of new jobs expected for these demand occupations by 1996	**29,870**

SAN DIEGO COUNTY

Top 20 Demand Occupations	Expected Number Of New Jobs
Combined Food Prep and Service	5,030
Cashiers	3,880
Waiters and Waitresses	3,880
Salespersons - Retail	3,830
General Office Clerks	3,550
Registered Nurses	2,760
General Managers, Top Executives	2,650
Food Preparation Workers	2,240
Secretaries, NEC	2,020
Receptionists, Information Clerks	1,760
Cooks - Restaurant	1,680
Janitors, Cleaners - Except Maids	1,630
Guards and Watch Guards	1,380
Dining Room Attendants, Bar Helpers	1,310
Stock Clerks - Sales Floor	1,310
Nurse Aides, Orderlies, Attendants	1,130
Truck Drivers, Light	1,080
Cooks - Specialty Fast Food	1,060
Sales Reps, Non-Scientific Except Retail	1,050
Maintenance Repairers, General Utility	1,030
Total number of new jobs expected for these demand occupations by 1997	**44,260**

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SAN FRANCISCO COUNTY

Top 20 Demand Occupations	**Expected Number Of New Jobs**
Guards and Watch Guards	980
Janitors, Cleaners - Except Maids	840
Salespersons - Retail (non-vehicle)	790
Lawyers	620
Secretaries, Legal	550
Receptionists, Information Clerks	400
Cashiers	390
Registered Nurses	340
Secretaries, General	280
Typists, Including Word Processing	280
Computer Engineers	240
Computer Programmers, Including Aides	240
Nurse Aides, Orderlies, Attendants	200
Paralegal Personnel	190
General Office Clerks	190
General Managers, Top Executives	180
Sales Agents - Financial Services	180
Food Preparation Workers	180
Licensed Vocational Nurses	160
Sales Agents - Advertising	150
Total number of new jobs expected for these demand occupations by 1997	**7,380**

SAN MATEO COUNTY

Top 20 Demand Occupations	**Expected Number Of New Jobs**
Salespersons - Retail	1,680
Aircraft Mechanics	1,180
Cashiers	1,070
General Managers, Top Executives	1,030
Waiters and Waitresses	730
General Office Clerks	650
Registered Nurses	610
Flight Attendants	550
Janitors, Cleaners - Except Maids	550
Computer Programmers, Including Aides	540
Systems Analysts - Electronic Data Processors	520
Accountants and Auditors	490
Receptionists, Information Clerks	470
Carpenters	400
Food Preparation Workers	400
Maintenance Repairers, General Utility	340
Maids and Housekeeping Cleaners	320
Dining Room Attendants, Bar Helpers	310
Aircraft Pilots, Flight Engineers	300
Gardeners, Groundskeepers - Except Farmers	290
Electric, Electronic Engineering Tech	290
Aircraft Engine Specialists	290
Total number of new jobs expected for these demand occupations by 1996	**13,010**

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SANTA CLARA COUNTY (San Jose MSA)

Top 20 Demand Occupations	Expected Number Of New Jobs
Salespersons - Retail	2,380
General Office Clerks	2,050
Secretaries, NEC	1,960
General Managers, Top Executives	1,860
Registered Nurses	1,790
Receptionists, Information Clerks	1,400
Computer Engineers	1,400
Janitors, Cleaners - Except Maids	1,330
Cashiers	1,210
Electric, Electronic Engineers	1,150
Systems Analysts - Electronic Data Processors	1,110
Computer Programmers, Including Aides	1,090
Gardeners, Groundskeepers - Except Farmers	1,050
Waiters and Waitresses	1,020
Sales Reps, Scientific - Except Retail	970
Nurse Aides, Orderlies, Attendants	930
Truck Drivers, Light	860
Food Preparation Workers	820
Guards and Watch Guards	750
Engineer, Math and Natural Science Managers	740
Total number of new jobs expected for these demand occupations by 1997	**25,870**

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TOP TEN OCCUPATIONS IN CURRENT DEMAND

1. Medicine and Health
2. Managers and Officials
3. Stenography, Typing, Filing
4. Miscellaneous Sales Occupations
5. Food and Beverage Preparation/Service
6. Sales of Miscellaneous Commodities
7. Miscellaneous Metalworking
8. Construction Occupations
9. Sales of Services
10. Packaging and Materials Handling

Source: Special run of 10,000 employer data base of The Resource Group based on surveys conducted 1991-93.

TOP TEN OCCUPATIONS IN TARGETED FOR MAJOR 3-5 YEAR GROWTH

1. Sales of Services
2. Miscellaneous Sales Occupations
3. Food and Beverage Preparation/Service
4. Miscellaneous Managers and Officials
5. Computing and Accounting Recording
6. Stenography, Typing, Filing
7. Medicine and Health
8. Building and Related Services
9. Architecture, Engineering, Surveying
10. Miscellaneous Personal Services

Source: Special run of 10,000 employer data base of The Resource Group based on surveys conducted 1991-93.

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TOP SKILLS CALIFORNIA BUSINESSES WANT IN TODAY'S WORKFORCE

Skill	Frequency	Percent
Literacy Skills/Education	701	22%
Computer Literacy/Office Automation	637	20%
Communication/Customer Skills	443	14%
Other Voc. Ed. Proficiencies	294	9%
Positive Attitude/Motivation	279	9%
Sales/Marketing Skills	183	6%
Mechanic/Machine Repair	150	5%
Bank/Insurance/Real Estate/Accounting	88	3%
AC/HVAC/Electrical/Plumbing	76	2%
Allied Health Skills	75	2%
Construction Trades	71	2%
High Tech/New Tech	62	2%
Management/Supervisory Skills	62	2%
Adapt/Teamwork/Personal Development	58	2%
EPA/OSHA/Safety	24	1%
Total	3,203	100%

Source: Special run of 10,000 employer data base of The Resource Group based on surveys conducted 1991-93.

TOP SKILLS CALIFORNIA BUSINESSES WANT IN TOMORROW'S WORKFORCE

Skill	Frequency	Percent
Computer Literacy/Office Automation	776	29%
Literacy Skills/Education	451	17%
Communication/Customer Skills	327	12%
Other Voc. Ed. Proficiencies	209	8%
Positive Attitude/Motivation	195	7%
Sales/Marketing Skills	157	6%
Mechanic/Machine Repair	104	4%
High Tech/New Tech	69	3%
Bank/Insurance/Real Estate/Accounting	68	3%
AC/HVAC/Electrical/Plumbing	68	3%
Management/Supervisory Skills	63	2%
Allied Health Skills	58	2%
Construction Trades/Tech	52	2%
Adapt/Teamwork/Personal Development	44	2%
EPA/OSHA/Safety	14	1%
Total	2,655	100%

Source: Special run of 10,000 employer data base of The Resource Group based on surveys conducted 1991-93.

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NEW WORKFORCE SKILLS REQUIRED BY CHANGING TECHNOLOGY

Skill	Frequency	Percent
Computer Literacy/Office Automation	1,066	43%
Literacy Skills/Education	457	19%
High Tech/New Tech	175	7%
Other Voc. Ed. Proficiencies	122	5%
Communication/Customer Skills	107	4%
Mechanic/Machine Repair	84	3%
Adapt/Teamwork/Personal Development	70	3%
Sales/Marketing Skills	70	3%
Management/Supervisory Skills	61	2%
AC/HVAC/Electrical/Plumbing	55	2%
Allied Health Skills	52	2%
Positive Attitude/Motivation	48	2%
EPA/OSHA/Safety	39	2%
Construction Trades/Tech	35	1%
Bank/Insurance/Real Estate/Accounting	21	1%
Total	2,462	100%

Source: Special run of 10,000 employer data base of The Resource Group based on surveys conducted 1991-93.

TOP FIVE REASONS FOR EMPLOYEE TURNOVER

1. Personal/School/Family
2. Poor Attitude/Lack of Responsibility/Habits
3. Economic Downturn
4. Better Opportunity/Higher Wages
5. Inadequate Skills/Competence

Source: Special run of 10,000 employer data base of The Resource Group based on surveys conducted 1991-93.

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SECTION III: FINANCIAL REGULATIONS SUMMARY

The California Department Of Education Formally Assures And Certifies:

- The State has various controls over receiving and disbursing funds
- It has an approved and acceptable accounting system in place
- Section 233 is not applicable to California

A Request For Waiver Of Section 232 Funds

On December 6, 1993 California formally requested a waiver for the formula distributing postsecondary and adult vocational program (Section 232) funds. The State proposes the use of such criteria as BOGG Grants, Pell Grants, GAIN status, AFDC assistance, and other criteria for the establishment of economic disadvantagement.

Formula And Criteria For Distributing Title II-C Funds

California will follow all of the provisions and funding formula of Section 231 and it proposes to continue using the same criteria and formula in effect since 1991 and formalized through the provision by the U.S. Department of Education of the 232 waiver.

Criteria For Planned Use Of Title II Funds Under Section 403.180(b)

State leadership funds will be expended for the required uses of funds cited in Section 201(b).

Sex equity and single parent/displaced homemaker/single pregnant women funds to provide technical assistance to eligible recipients are awarded on a competitive basis. Advisory committees are utilized to assist both agencies. Sex equity projects are measured on their effectiveness in preparing women and girls to enter new and emerging occupations or high wage occupations.

Education and training services for youth and adult criminal offenders are provided through an interagency agreement with the Department of Corrections (for adult offenders) and the California Youth Authority (for youth offenders).

PLANNED USE OF FUNDS
YEAR 1994-95 VS. 1995-96

Anticipating an allotment for 1994-95 of $115,002,375 and $115,002,375 for 1995-96, the distribution of funds by title has been established as follows:

Purpose	Anticipated Grant 1994-95	Anticipated Grant 1995-96
Title I - Part B - Section III State Administration*	5.00% $4,970,195	5.00% $4,970,195
Title II - Part A State Leadership	8.50% $8,449,331	8.50% $8,449,331
Title II - Part B - Subpart 1 Single Parent/Displaced Homemaker	7.00% $6,958,273	7.00% $6,958,273
Title II - Part B - Subpart 1 Elimination of Sex Bias/Sex Equity	3.50% $3,479,136	3.50% $3,479,136
Title II - Part B - Subpart 2 Corrections Education	1.00% $994,039	1.00% $994,039
Subtotal	**25.00% $24,850,974**	**25.00% $24,850,974**
Title II - Part C - Subpart 1 Secondary, Postsecondary & Adult	75.00% $74,552,923	75.00% $74,552,923
Total - Titles I & II	**100.00% $99,403,897**	**100.00% $99,403,897**
Title III - Special Programs		
Part A Community-based Organizations	100.00% $1,216,578	100.00% $1,216,578
Part B Consumer & Homemaking Education	100.00% $3,440,899	100.00% $3,440,899
Part E Technical-Preparation Education	100.00% $10,941,001	100.00% $10,941,001
Total - Title III	**$15,598,478**	**$15,598,478**
Total - All Titles	**100.00% $115,002,375**	**100.00% $115,002,375**

* State Match Required (Not Included In Totals)

Note: All proposed expenditures in this plan were based on $114,222,848. Each expenditure will be increased on a percentage basis to reflect the revised allocation of $115,002,375.

Any budget figures contained in the narrative portion of the State Plan are accordingly superseded by this revised budget page.

Purpose Of Planned Use Of 1994-96 Perkins Act Funds

The needs assessment indicated that the issues, priorities, and needs of individuals and programs were comparable across secondary and postsecondary institutions and program elements. Therefore, the current split of funds between the California Department of Education (for secondary, ROC/P, and Adult Education) and the Chancellor's Office of the California Community Colleges will remain essentially the same as it has been during the first three years of the five-year Perkins Act. The intent is for each eligible recipient to focus on the three statewide priorities.

All funds will be dedicated within the purposes of the Act to support the State's priorities as established by the California Plan Committee, the Select Intersegmental Committee, and the Committee of Practitioners.

The two State agencies are dedicated to the promotion of economic development in California through a competitive and competent workforce, as well as a balanced work and family life, and the improved collaboration and coordination among education, industry, labor and the community.

This challenge will be met through the coordinated focus of both the California Department of Education and the California Community Colleges on the three primary, equally important, and overarching statewide priorities for 1994-96 Perkins Act funded initiatives.

1. Integration and sequencing of academic and vocational education curriculum.
2. Curriculum and program strategies reflecting workplace needs.
3. Instructional and support services responsive to the needs of students who are members of special populations.

Each eligible program and recipient will be required to direct Perkins funded activities to all three statewide vocational education program priorities. As framed, these priorities provide the opportunity for the State to concentrate its resources in order to achieve functional program impact, while simultaneously providing each recipient and program area flexibility in the development of programming and activities that advance the three priorities while meeting local needs.

SECTION III

FINANCIAL REGULATIONS

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FINANCIAL REGULATIONS

Fiscal Control And Fund Availability

The State of California has various levels of control over the receipting and disbursing of federal funds. 403.32(a)(16) 113(b)(21)

There are five state agencies involved in the control and accounting of federal funds: State Treasurer, State Controller, Department of Finance, Department of Education and the Chancellor's Office, California Community Colleges.

All federal funds are deposited by the State Treasurer's Office (STO) and reported to the State Controller's Office (SCO), where the receipts are recorded by Federal Catalog Number (FCN), which are cross-posted to appropriations where payments are recorded.

All federal funds disbursed by SCO are recorded against appropriations approved by the Department of Finance.

The California State Accounting and Reporting System (CALSTARS) is the state approved accounting system for the Department of Education.

The Department of Education Accounting Office assigns project costs account numbers (PCAs) and project account numbers (PAs) to each grant to track administrative and local agency costs.

The Department of Education personnel assign PCAs to documents which are then used to charge the appropriate project number/grant.

In addition to the Accounting Office's level of control, a quarterly reconciliation between Accounting Office records and the Career-Vocational Education Division records is conducted to ensure accuracy in reporting expenditures on the annual Financial Status Report (FSR).

Requests by the Chancellor's Office for reimbursements of vocational education funds are billed to the Department of Education. Once processed by the Department, these requests are released to the State Controller's Office.

DISTRIBUTION OF MINIMAL AMOUNTS FOR PURPOSE OF SECTION 403.119(a)

403.32(b)(20)
223(a)

Section 233 is not applicable to California, as minimal funds under this title will not be distributed on a competitive basis or through an alternative method. This distribution of funds under Sections 231 and 232 will occur as provided for in Section 231 and as described in California's waiver request to distribute Section 232 funds.

FORMULA AND CRITERIA FOR DISTRIBUTION OF SECTION 231 TITLE II-C FUNDS

SECONDARY

Basic Formula

The formula and criteria for the distribution of Section 231 funds is as follows: Basic grants of not less than $15,000 are allocated to eligible recipients with regard to each of the following provisions of Section 231: 231

1. 70% of the allocation

   $$\frac{\text{\$ District received in Chapter 1, ESEA, Section 1005}}{\text{\$ State received in Chapter 1, ESEA, Section 1005}}$$

2. 20% of the allocation

   $$\frac{\text{\# of disabled students with IEP (district)}}{\text{\# of disabled students with IEP (state)}}$$

3. 10% of the allocation

   $$\frac{\text{\# of K-12 students + adults enrolled in voc. ed. (district)}}{\text{\# of K-12 students + adults enrolled in voc. ed. (State)}}$$

Exceptions To Basic Formula

1. A local education agency may enter into a consortium with other local education agencies in order to meet the minimum grant requirement of $15,000.

2. A local education agency may apply for a waiver of the $15,000 basic grant minimum if both of the following provisions are met:

   a. The LEA is located in a rural, sparsely populated area.

   b. The LEA can demonstrate its inability to enter into a consortium.

FORMULA AND CRITERIA FOR DISTRIBUTION OF TITLE III-B CONSUMER AND HOMEMAKING EDUCATION FUNDS

SECONDARY

The CDE will distribute 75% of Title III-B funds to all secondary LEAs based upon an allocation formula. The formula will be based upon the following factors: 35% of the formula will be based upon the district AFDC count as compared to the State AFDC count; 15% of the formula will be based upon the district's number of handicapped students as compared to the State handicapped count; 25% of the formula will be based upon the district's CHE enrollments (grades 9-12) as compared with the State's total CHE enrollments; and 25% of the formula will be based upon the district's CHE enrollments as compared to the district's total secondary enrollments. The process for the distribution includes obtaining and imputing data for each of the factors included in the formula for each eligible recipient. Once the data have been entered, the allocation for each LEA is established.

In addition to the allocation of funds to eligible recipients based upon the formula described above, the CDE will reserve 15% of their portion of the CHE federal grant award to fund and conduct projects with eligible recipients such as local school districts, county offices of education, and colleges/universities to provide statewide services and activities, including professional development, curriculum development and technical assistance.

113(b)(2) In addition to the goals, rationale, activities, and outcomes delineated under Section 113(b)(2) for CHE, the following sections are specifically designed to address residents of economically depressed areas and traditionally underserved populations.

FORMULA AND CRITERIA FOR DISTRIBUTION OF SECTION 232 TITLE II-C FUNDS

POSTSECONDARY

Basic Formula

The Chancellor's Office, California Community Colleges, shall allocate basic grants of not less than $50,000 to community college districts with regard to the provisions of Section 232.

The California Department of Education shall allocate basic grants of not less than $50,000 to Regional Occupational Centers/Programs and adult schools with regard to the provisions of Section 232.

As it did for the 1991-94 State Plan, the state will seek approval from the U.S. Department of Education for a waiver to allow the use of a formula other than one based on the number of postsecondary and adult students enrolled in vocational programs receiving Pell Grants. In California, using the Pell Grant formula would not be equitable to all potential providers of adult vocational programs.

Exceptions To Basic Formula

On November 19, 1993, Congress amended the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 to permit authorization of Federal fund allocations to consortia for postsecondary and adult programs under Section 232 of the Act.

To be eligible for funding, a postsecondary consortium will be required to operate joint programs that provide services to all postsecondary institutions participating in the consortium. In addition, these programs will have to be of sufficient size, scope, and quality to be effective, and will have to fulfill the other applicable requirements of Section 235 of the Act. Consortia will also be required to meet the $50,000 minimum grant requirement established by Section 232(c) of the Act.

REQUEST FOR WAIVER OF SECTION 232 FUNDS

403.32(b)(21) On December 6, 1993, a communication was forwarded to the Office of Vocational and Adult Education, U.S. Department of Education formally requesting a waiver for distributing postsecondary and adult vocational program (Section 232) funds, Appendix 2, in the following manner.

1994-96

California is seeking a waiver for the formula to distribute the Section 232 funds. The Section 232 formula is based on an unduplicated count of adults who are:

1. Economically disadvantaged
2. Attending the school/college
3. Enrolled in a credit or noncredit vocational education course

The proposed criteria and process for the distribution of Section 232 funds is described below.

Using July 1, 1992 to June 30, 1993 enrollment data for the 1994-95 allocations and the July 1, 1993 to June 30, 1994 enrollment data for the 1995-96 allocations, the California Department of Education and the Chancellor's Office, California Community Colleges, shall:

1. Determine the total number of unduplicated BOGG eligible enrollees in community colleges, adult education and ROC/Ps per reporting district. Criteria for BOGG eligibility includes participation in one or more of the following: Pell Grant recipients, GAIN/JOBS, JTPA, SSI, General Assistance, AFDC, any other form of economic public assistance or student financial aid, and/or annual income levels below $7,500 for single persons and $15,000 per couple with $1,000 additional per dependent child.

2. Compute the total number of eligible recipients meeting one or more of the criteria above in community colleges, adult schools, and ROC/Ps statewide.

3. Determine the relationship by the percentage each district has to the State total of eligible recipient enrollees.

4. Compute a fiscal unit rate per eligible recipient enrollee.

5. Determine each district's allocation from the unit rate and the district's relationship to the State total of eligible enrollees.

6. Rank order all districts according to the number of economically disadvantaged enrolled in the districts.

7. Run the formula and identify any district that would not receive at least $50,000. A community college, an adult school or ROC/P may enter a consortium with others in order to meet the minimum grant requirement of $50,000, provided all applicable requirements of Section 235 of the Act are met.

8. Rerun the formula for the remaining eligible recipients.

403.32(b)(5)(ii)
113(b)(6)(B)

CRITERIA FOR PLANNED USE OF TITLE II FUNDS UNDER SECTION 403.180(b)

State Leadership

201 In accordance with Section 201(a), state leadership funds are used to conduct state programs and leadership activities, including these required uses of funds: professional development, curriculum development, and assessment of programs. All funds are expended to support the goals and priorities identified in the State Plan.

Single Parents, Displaced Homemakers, Single Pregnant Women

221 The California Department of Education and the Chancellor's Office, California Community Colleges (COCCC) distribute funds to eligible recipients on a competitive basis.

Single parent/displaced homemaker/single pregnant women projects target one or more occupations. Projects include collaborative efforts with community based organizations. Special emphasis is placed on providing services to housing project residents or Section 8 recipients.

Grants/contracts are awarded on a competitive basis to eligible recipients to provide data collection and analysis, research, curriculum development, and staff development.

Advisory committees are utilized to assist both agencies.

Sex Equity

222 The California Department of Education and the Chancellor's Office, California Community Colleges, distribute funds to eligible recipients on a competitive basis.

Sex equity projects are measured on their effectiveness in preparing women and girls to enter new and emerging occupations or high wage occupations. Targeted occupations will include environmental occupations, engineering, CAD/CAM, health, aviation, entrepreneurship, computer occupations, biotechnology occupations, and construction related occupations.

Grants/contracts are awarded on a competitive basis to eligible recipients to provide data collection and analysis, research, curriculum development, and staff development.

Advisory committees are utilized to assist both agencies.

The mission of gender equity in California career vocational and applied technology education is to increase access of all people to education and training in nontraditional employment, and to enable women and girls, displaced homemakers, single parents, single pregnant women, and nontraditional students to become economically self-sufficient.

The Gender Equity Advisory Committee will provide assistance in accomplishing the following goals:

- Increase the economic independence and self-sufficiency of women, girls, single parents, displaced homemakers, and single pregnant women through the continuous flow of coordinated and effective career education, vocational education, employment training, and support services provided by local education agencies (LEAs) and community based organizations (CBOs).
- Ensure the development of a globally competitive workforce through equity by developing the skills and talents of all students, particularly nontraditional students to meet the demands of higher-valued work.
- Improve the coordination and collaboration of state agencies assisting local education agencies in providing comprehensive vocational education services to nontraditional students, single pregnant women, single parents, and displaced homemakers.
- Support education reform in California by assisting the California Department of Education and the Chancellor's Office of the California Community Colleges in meeting their institutional missions and goals for restructuring education, career development and training, and economic development.
- Provide creative and innovative statewide leadership which effectively addresses the gender equity needs of California while complying with the Perkins Act of 1990.

Criminal Offenders

225 The California Department of Education utilizes an annual application process to provide the California Department of the Youth Authority (CYA) with funds. The CYA uses these funds to improve and expand vocational education training programs and treatment services for the juvenile and youthful criminal offenders housed in its facilities. It also contracts with city and county agencies to assist them with needed improvements in their juvenile offender vocational education programs.

Major emphasis is given to staff development, curriculum development, integration of academic and vocational education, instructional equipment and material upgrades, student guidance and placement services, and the development of trade advisory committees.

Section 232 funds are also used to improve vocational education programs for adult offenders. A number of the annual applications submitted by the State's adult schools and Regional Occupational Programs are directed at the improvement of vocational education training programs and supportive services for incarcerated adults.

The Chancellor's Office, California Community Colleges, provides Section 225 funds for education and training services for adult criminal offenders through an interagency agreement with the Department of Corrections. Additionally, through a competitive process, other Perkins Act funds are awarded to college districts in partnership with community based organizations, consumer homemaking education, and single parents to provide transitional services for felons who are preparing for release.

PLANNED USE OF FUNDS SUMMARY

Introduction

The plan for use of the federal grant funds is organized by Title and Program as designated in the Act. Because the State anticipates level funding for 1994-96, the comments reported are based on the amount of funds awarded to California in 1993-94. More than 1,700 students, graduates, faculty, administrators, parents and employers responded to the statewide needs assessment, and there was some unevenness in California's needs in relationship to the factors assessed. The needs, however, were comparable across delivery systems.

Therefore, the current split of funds between the California Department of Education for Secondary, Regional Occupational Centers and Adult Programs, and the Chancellor's Office, California Community Colleges will remain as it was for the first three years of the Act.

However, all funds will be dedicated within the purposes of the Act to support the State's priorities as established by the California Plan Committee, the Committee of Practitioners, and the Select Intersegmental Committee with input from over 300 persons.

Purpose

To promote economic development in California through a competitive and competent workforce, as well as a balanced work and family life, and improve collaboration and coordination among education, industry, labor, and the community.

The State's priorities, based on the statewide needs assessment are:

1. Improve integration and sequencing of academic and vocational education curriculum.
   a. To integrate academic and vocational education curriculum.
   b. To sequence courses of study that lead to attainment of both academic and occupational competencies.
   c. To increase linkages between secondary and postsecondary educational institutions, academic and vocational educators, and among education, business, industry, labor, and the community.

2. Improve curriculum and program strategies reflecting workplace needs.

    a. To increase student work skill attainment and job placement.

    b. To enhance the relevance of vocational education programs to the workplace and to the occupations for which students are being trained.

    c. To promote the development and use of curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skill attainment.

    d. To provide vocational education students with strong experience in and understanding of all aspects of the industry the students are preparing to enter.

3. Improve instructional and support services responsive to the needs of students who are members of special populations.

    a. To increase access and retention in improved vocational education programs.

    b. To provide needed support services, with increased emphasis on guidance and counseling, and placement and transitional services.

    c. To monitor for successful course and program completion.

The amount of funds anticipated under each Title and Program will be spent according to the purposes of the Act to support the State's priorities as identified by the statewide needs assessment.

403.180(b)(4)
102(a)(4)

TITLE I, PART B, SECTION III **$4,935,856**

Administration

403.151(c)
313(b)

Up to 5% of the basic grant may be used for administration of the State Plan. Any amount not matched by state funds will be allocated in the following year to eligible districts as Title II-C funds.

Planned Expenditure 1

Up to 5% of the basic grant will be used to cover the costs associated with administration of the provisions of the State Plan as follows:

CDE:	$3,257,665 (66%)
COCCC:	$1,678,191 (34%)

TITLE II, PART A, SECTION 201 $8,390,955

403.180(b)(3)
102(a)(3)

State Leadership

Planned Expenditure 2

Up to 8.5% of the State's basic grant may be used to provide leadership in vocational and applied technology education.

CDE:	$4,279,387 (51%)
COCCC:	$4,111,568 (49%)

TITLE II, PART B, SECTION 221 $6,910,198

403.180(b)(2)(i)
102(a)(2)(A)

Programs For Single Parents, Displaced Homemakers, And Single Pregnant Women

Planned Expenditure 3

At least 7% of the basic grant will be used to fund competitive grants to local districts or community based organizations as follows:

CDE:	$3,455,099 (50%)
COCCC:	$3,455,099 (50%)

TITLE II, PART B, SECTION 222 $3,455,099

403.180(b)(2)(ii)
102(a)(2)(B)

Sex Equity Programs

Planned Expenditure 4

3.5% of the basic grant will be used to fund competitive grants to local districts to eliminate sex bias as follows:

CDE:	$1,727,550 (50%)
COCCC:	$1,727,549 (50%)

TITLE II, PART B, SECTION 225 $987,171

403.180(b)(5)
102(a)(5)

Criminal Offenders

Planned Expenditure 5

1% of the basic grant will be allocated to the California Youth Authority and the Department of Corrections as follows:

CDE:	$493,586 (50%)	Youth
COCCC	$493,585 (50%)	Adults

TITLE II, PART C, SECTION 231	**$47,489,696**
TITLE II, PART C, SECTION 232	**$26,548,139**
TOTAL TITLE II, PART C	**$74,037,835**

403.180(b)(1)
102(a)(1)

Postsecondary And Adult Vocational Programs

Planned Expenditure 6

75% of the basic grant will be awarded by specific formula to eligible recipients as follows:

1. The split of funds between Sections 231 and 232 will be determined by the number of students (unduplicated headcount) enrolled in vocational courses in secondary schools, ROC/Ps, adult schools and community colleges. CDE is responsible for distributing funds to secondary, ROC/Ps and adult schools. COCCC is responsible for distributing funds to community colleges.

2. The formula for distributing Section 231 funds to secondary schools will be based on three criteria as follows:

   a. 70% of the allocation will be based on an eligible recipient's Chapter 1 funds received by the local education agency.

   b. 20% will be based on the eligible recipient's number of students with handicapping conditions who have an individualized education plan (IEP).

   c. 10% of the allocated funds will be based on the number of students enrolled in schools and adults enrolled in training programs under the jurisdiction of the local education agency.

3. The formula for distributing Section 232 funds to the eligible ROC/Ps, adult schools and community colleges is based on an unduplicated headcount of adults who are:

   a. Economically disadvantaged.
   b. Attending the school/college.
   c. Enrolled in a credit or noncredit vocational education course.

The State has requested a waiver of Section 232 funds using indicators of economic status other than Pell Grants. A more equitable formula has been devised to enable all eligible recipients equal access to qualify for federal assistance. This formula and the waiver request is described on pages 3.6 and 3.7.

TITLE III, PART A, SECTION 302 $1,206,944

403.130(a)
302

Community Based Organizations (CBO)

Planned Expenditure 7

Competitive grants will be awarded to fund programs developed jointly by community based organizations and secondary or postsecondary institutions as follows:

CDE:	$603,472 (50%)
COCCC:	$603,472 (50%)

TITLE III, PART B, SECTION 312 $3,438,439

403.130(b)
302

Consumer And Homemaking Education

Planned Expenditure 8

Funds will be allocated at the secondary level and awarded through a competitive grant process at the community college level to support consumer and homemaking education as follows:

CDE:	$2,578,829 (75%)
COCCC:	$ 859,610 (25%)

TITLE III, PART E, SECTION 344 $10,860,351

406.3(a)
344

Tech Prep Education

Planned Expenditure 9

Grants will be awarded to support secondary and postsecondary tech prep consortia, resource centers, outreach and guidance materials, student follow-up and evaluation studies. These programs are administered jointly by the two agencies; however, responsibility for disbursement of funds is as follows:

CDE:	$2,592,366 (23.87%)
COCCC	$8,267,985 (76.13%)

Technical Assistance

403.187 The final regulations (403.187) permit the State to reserve funds for each of the basic programs listed in (403.60); special programs listed in (403.130); and Title III programs (403.187) to pay the costs of providing technical assistance that is necessary and reasonable to promote or enhance the quality and effectiveness of those programs. However, final regulations (407.22(b)) prohibits states from using Title III Supplementary State Grant (Part F) funds for technical assistance.

Table 3.1
PLANNED USE OF FUNDS
YEAR 1994-95 VS. 1995-96

Anticipating an allotment for 1994-95 of $115,002,375 and $115,002,375 for 1995-96, the distribution of funds by title has been established as follows:

403.32(b)(2)
113(b)(2)

Purpose	Anticipated Grant 1994-95	Anticipated Grant 1995-96
Title I - Part B - Section III State Administration*	5.00% $4,970,195	5.00% $4,970,195
Title II - Part A State Leadership	8.50% $8,449,331	8.50% $8,449,331
Title II - Part B - Subpart 1 Single Parent/Displaced Homemaker	7.00% $6,958,273	7.00% $6,958,273
Title II - Part B - Subpart 1 Elimination of Sex Bias/Sex Equity	3.50% $3,479,136	3.50% $3,479,136
Title II - Part B - Subpart 2 Corrections Education	1.00% $994,039	1.00% $994,039
Subtotal	**25.00%** **$24,850,974**	**25.00%** **$24,850,974**
Title II - Part C - Subpart 1 Secondary, Postsecondary & Adult	75.00% $74,552,923	75.00% $74,552,923
Total - Titles I & II	**100.00%** **$99,403,897**	**100.00%** **$99,403,897**
Title III - Special Programs		
Part A Community-based Organizations	100.00% $1,216,578	100.00% $1,216,578
Part B Consumer & Homemaking Education	100.00% $3,440,899	100.00% $3,440,899
Part E Technical-Preparation Education	100.00% $10,941,001	100.00% $10,941,001
Total - Title III	**$15,598,478**	**$15,598,478**
Total - All Titles	**100.00%** **$115,002,375**	**100.00%** **$115,002,375**

* State Match Required (Not Included In Totals)

Note: All proposed expenditures in this plan were based on $114,222,848. Each expenditure will be increased on a percentage basis to reflect the revised allocation of $115,002,375.

Any budget figures contained in the narrative portion of the State Plan are accordingly superseded by this revised budget page.

Table 3.1 (continued)

The distribution of funds (58.19%) to Secondary is as follows:

Purpose	Anticipated Grant 1994-95	Anticipated Grant 1995-96
Title I - Part B - Section III State Administration*	66.00% $3,280,329	66.00% $3,280,329
Title II - Part A State Leadership	51.00% $4,309,158	51.00% $4,309,158
Title II - Part B - Subpart 1 Single Parent/Displaced Homemaker	50.00% $3,479,137	50.00% $3,479,137
Title II - Part B - Subpart 1 Elimination of Sex Bias/Sex Equity	50.00% $1,739,568	50.00% $1,739,568
Title II - Part B - Subpart 2 Corrections Education	50.00% $497,020	50.00% $497,020
Subtotal	**53.54%** **$13,305,212**	**53.54%** **$13,305,212**
Title II - Part C - Subpart 1** Secondary, Postsecondary & Adult	64.14% $47,818,245†	64.14% $47,818,245†
Total - Titles I & II	**61.49%** **$61,123,457**	**61.49%** **$61,123,457**
Title III - Special Programs		
Part A Community-based Organizations	50.00% $608,289	50.00% $608,289
Part B Consumer & Homemaking Education	75.00% $2,580,674	75.00% $2,580,674
Part E Technical-Preparation Education	23.87% $2,611,617	23.87% $2,611,617
Total - Title III	**$5,800,580**	**$5,800,580**
Total - All Titles	**58.19%** **$66,924,037**	**58.19%** **$66,924,037**

* State Match Required (Not Included In Totals)

** Total includes Section 231 funds as well as those Section 232 funds allocated to adult schools and ROC/Ps through the CDE.

† This amount is estimated, since the actual allocation is based on enrollments of qualifying adults at the secondary and postsecondary levels.

Note: All proposed expenditures in this plan were based on $114,222,848. Each expenditure will be increased on a percentage basis to reflect the revised allocation of $115,002,375.

Any budget figures contained in the narrative portion of the State Plan are accordingly superseded by this revised budget page.

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Table 3.1 (continued)

The distribution of funds (41.81%) to Postsecondary is as follows:

Purpose	Anticipated Grant 1994-95	Anticipated Grant 1995-96
Title I - Part B - Section III State Administration*	34.00% $1,689,866	34.00% $1,689,866
Title II - Part A State Leadership	49.00% $4,140,173	49.00% $4,140,173
Title II - Part B - Subpart 1 Single Parent/Displaced Homemaker	50.00% $3,479,136	50.00% $3,479,136
Title II - Part B - Subpart 1 Elimination of Sex Bias/Sex Equity	50.00% $1,739,568	50.00% $1,739,568
Title II - Part B - Subpart 2 Corrections Education	50.00% $497,019	50.00% $497,019
Subtotal	**46.46% $11,545,762**	**46.46% $11,545,762**
Title II - Part C - Subpart 1** Secondary, Postsecondary & Adult	35.86% $26,734,678†	35.86% $26,734,678†
Total - Titles I & II	**38.51% $38,280,440**	**38.51% $38,280,440**
Title III - Special Programs		
Part A Community-based Organizations	50.00% $608,289	50.00% $608,289
Part B Consumer & Homemaking Education	25.00% $860,225	25.00% $860,225
Part E Technical-Preparation Education	76.13% $8,329,384	76.13% $8,329,384
Total - Title III	**$9,797,898**	**$9,797,898**
Total - All Titles	**41.81% $48,078,338**	**41.81% $48,078,338**

* State Match Required (Not Included In Totals)

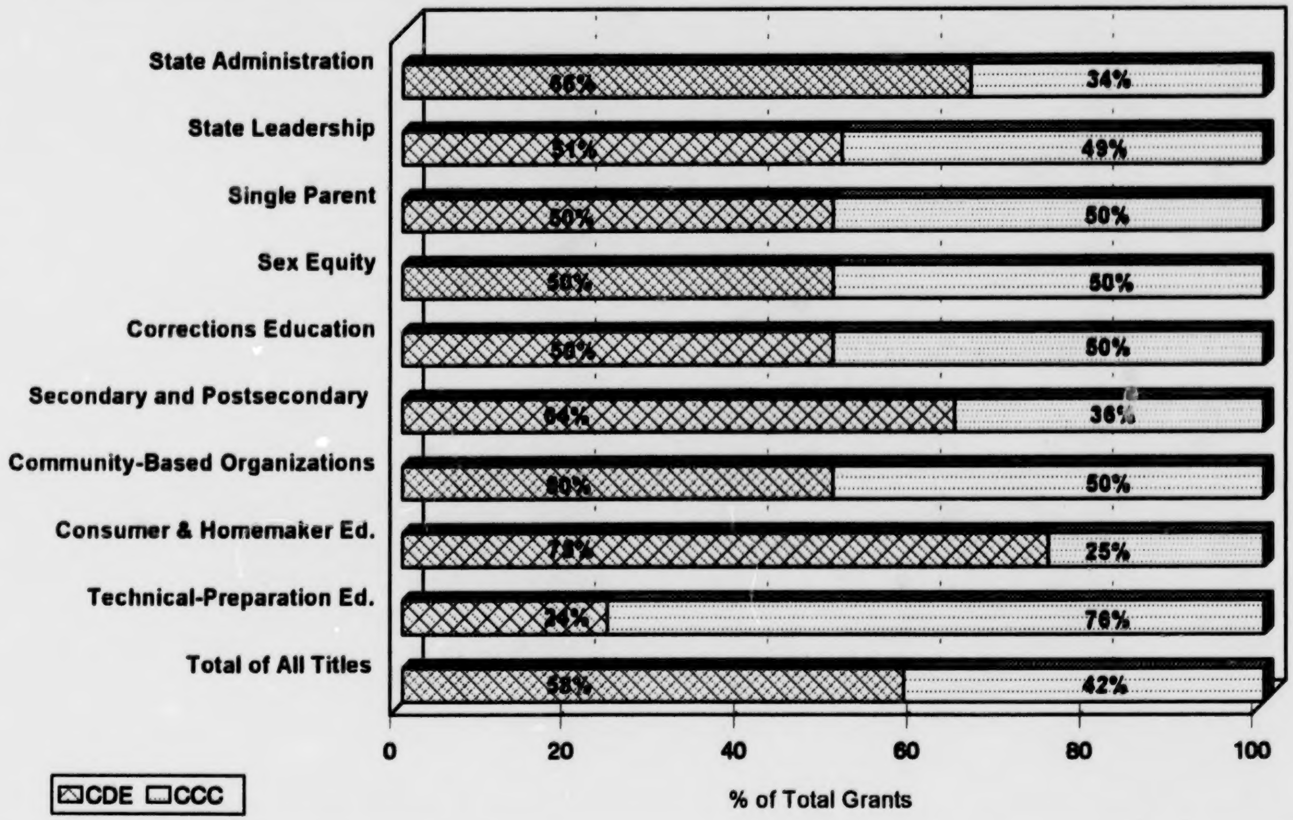
** Total includes only those Section 232 funds allocated to community colleges through the COCCC.

† This amount is estimated, since the actual allocation is based on enrollments of qualifying adults at the secondary and postsecondary levels.

Note: All proposed expenditures in this plan were based on $114,222,848. Each expenditure will be increased on a percentage basis to reflect the revised allocation of $115,002,375.

Any budget figures contained in the narrative portion of the State Plan are accordingly superseded by this revised budget page.

Table 3.2
Perkins Funding Split
California Department Of Education & California Community Colleges
(1994-95 & 1995-96)



SECTION IV: SPECIAL POPULATIONS SUMMARY

System Of Core Measures And Standards For 1994-96

California has had in place, since 1992, a system of approved core measures and standards for the evaluation and oversight of Perkins funded programs at secondary and postsecondary levels. That system was developed through the efforts of the Committee of Practitioners and its work was formally adopted by the governing boards of the California Department of Education and the California Community Colleges.

During fall 1993, the Committee of Practitioners (COPs) was reconvened and recommendations for a revised set of core measures and standards was articulated and adopted. The new system of core measures and standards is more sensitive to existing data bases and data collection capabilities, is more closely linked to goals and objectives, and is based on operational definitions that field practitioners indicate are more appropriate and discernible. The recommended changes were approved by the State Board in January, 1994.

Moreover, standards and data collection procedures have now been developed specifically for secondary and postsecondary students and programs. The revised standards focus more specifically on:

- performance
- successful course completion
- achievement
- retention
- follow-up

The submission of the Plan and the hearings of the Plan also serve as the hearings for practitioner discussion of the revised core measures and standards as recommended by the Committee of Practitioners.

Assuring Access To Members Of Special Populations Enrolled In Private Secondary Schools: Today And 1994-96

The local application for Section 231 funds has been designed and revised to require local applicants/recipients to ensure that special population students enrolled in private secondary schools are aware of and are able to participate in vocational projects, services, and activities assisted with Perkins Act funds.

Serving Special Population Students: Today And 1994-96

- Each local plan must demonstrate a commitment to and programs for special populations. Specific criteria have been developed to ensure that districts meet the intent of the law to encourage full participation of students who are members of special populations in vocational education programs.

- Each local plan, in order to be awarded funding, must describe the affirmative outreach, recruitment, and placement activities that will be provided and the methods that will be used to develop vocational programs in consultation with students who are members of special populations and parents, where appropriate.

- Each local recipient must generate and maintain data on special populations district-wide and in those schools and programs to be improved through the use of Perkins funding.

- Each local application must describe the support services, including assessment, guidance, counseling, child care, English language instruction, employment opportunities, outreach, and placement assistance to be provided special population students.

- Checklists have been developed which are included in the local plan applications and each plan must address each criteria. The criteria ensure the delivery of effective, targeted, specialized services to all special population students.

- Each local plan must describe how the needs of students from each special population will be assessed and how funds will be utilized to meet their needs.

- Appropriate agency staff review each local plan application to ensure each special population criteria has been met. If not, plans must be resubmitted or addenda attached that address each criteria.

Further, each program must describe and implement the process to be used to ensure that issues of gender equity in vocational programs will be addressed according to the requirements of the Perkins Act.

Serving Students With Disabilities: Today And 1994-96

California has a comprehensive system of collaboration and planning among and between vocational education, special education, and state rehabilitation agencies with respect to the development and administration of programs that serve or focus on individuals with disabilities. Special collaboration initiatives in this regard include:

- *California School-to-Work Interagency Transition Partnership.* This special federal grant enables CDE and COCCC to coordinate service delivery systems with the Social Security Administration, Department of Rehabilitation, Department of Mental Health, Employment Development Department, State Job Training Coordination Council, and the Association of Professors of Special Education.

- *WorkAbility I, II, III, and IV.* WorkAbility I provides vocational services to special education students enrolled in high school. WorkAbility II provides specialized vocational assistance to out-of-school youth, second semester seniors, and adults with disabilities. WorkAbility III provides community college students who are Department of Rehabilitation clients with direct job placement, support services, transition assistance into employment, and follow-up services. WorkAbility IV provides school-to-work transitional services to students enrolled in the California State University.

- *Deaf Regional Resource Centers.* Four regional centers at community college campuses provide coordinated services to students who are deaf or hard-of-hearing.

State Efforts Regarding Providing A Least-Restrictive Environment For Students With Disabilities: Today And 1994-96

- California has developed and has in place the Strategic Plan for Special Education. The plan's goal is to ensure that "individuals with exceptional needs will receive education and other services they require in a location or setting that promotes the maximum interaction with age-appropriate peers without disabilities, and participation in the local community."

- Agency personnel have worked, and will continue to work with districts desiring to participate in state-sponsored training and assistance programs.

- Each local plan must assure that "students with disabilities who have individualized education programs under Section 614(A)(5) of the I.D.E.A., with respect to vocational education programs, will be afforded the rights and protections guaranteed those students under Sections 612, 614, and 615 of this Act."

SECTION IV

SPECIAL POPULATIONS

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CALIFORNIA'S SYSTEM OF CORE MEASURES AND STANDARDS AND PROCESS DEVELOPMENT AND EVALUATING LEA PROGRAMS FOR SPECIAL POPULATIONS

System Of Core Measures And Standards For 1994-96

Background

403.32(a)(3)
113(b)(3)(B)

The Carl D. Perkins Vocational and Applied Technology Education Act amendments of 1990 changed how federal resources were used to support vocational education, as well as where funds were to be allocated. The purpose of this Act is to make the United States more competitive in the world economy by developing more fully the academic and occupational skill of all segments of the population.

This legislation has brought many changes to vocational education, including increased attention to accountability. Districts are expected to be accountable for the outcomes resulting from the uses of these federal funds and to evaluate all vocational programs annually using measurable, objective criteria. The Act also mandates that each state develop a statewide system of core measures and standards of performance for secondary and postsecondary vocational education programs.

Conditions Established For The Proposed System Of Core Measures And Standards

115(a)

Within 30 days of the enactment of the Perkins Act, each state was required to convene a State Committee of Practitioners. In California, a thirty-nine (39) member committee was appointed by the State Board of Education, in accordance with Section 115(a). This committee was composed of members from all aspects and segments of vocational education and included representation from students, special needs advocates, faculty, administration, and school boards. Formed in April 1991, the Committee of Practitioners has met on a regular basis in order to meet the requirements of the law "to review, comment on, and propose revisions to a draft state proposal, which the State Board shall develop, for a system of core measures and standards of performance for vocational programs."

In accordance with the Act, California's system of core measures and standards became effective on September 25, 1992. The goal of the Committee of Practitioners was to develop a high-quality accountability system that would be accepted by practitioners as both reasonable and valid. The secondary and postsecondary members of the Committee were also committed to developing a system that supported ongoing statewide educational reforms that was responsive to both state and local needs.

Thus, the system attempted to integrate current accountability and reporting requirements, conform to existing data collection systems, and coordinate with local assessment and planning processes. The core measures and standards were also intended to assist community colleges in complying with the State of California Assembly and Senate requirements of AB 1725 and secondary schools with the requirements of SB 662, both of which establish statewide systems for accountability.

As implemented in 1992-93, the new system attempted to link existing data collection systems so that the process for evaluation would not be burdensome or duplicative. This linkage included coordination with the Management Information System (MIS) of the California Community Colleges, the California Basic Educational Data System (CBEDS) data collection system for secondary education, and the VE-80 data reporting system for the Regional Occupational Centers/Programs (ROC/Ps). It was planned that the measures and standards be evaluated through these systems, along with placement data which would be accessed (beginning in 1993-94) through unemployment insurance wage records via an interagency agreement with the California Employment Development Department.

Standards for all measures were set on two levels: (1) absolute, and (2) value added gains or progresses. Absolute standards are those that require performance at a preestablished level. (These levels represent the statewide average from baseline data collected in 1992-93.) Value added gains refer to growth or increased performance from one point to another.

Consideration Of Needs Of Special Populations

When designing the system of measures and standards, the State Committee of Practitioners considered the goals for Disabled Student Programs and Services (DSP&S), Equal Opportunity Programs and Services (EOPS), and Financial Aid and Matriculation in the California Community Colleges, as well as Special Education, Bilingual Education, Chapter I, Corrections, and Gender Equity programs in the Department of Education. Throughout the development process, a conscious effort was made to be responsive to the instructional and support service needs of special population students enrolled in vocational programs.

All measures were designed to include each of the special populations and to be sensitive to the need to increase the number of students from special populations to gain access to, participate in, and successfully complete vocational education program sequences; to transition to the next level of education and training; and/or to be gainfully employed.

Diversity Of Vocational Education Students

The core measures and standards were defined separately for secondary programs and programs serving adults in community colleges, ROC/Ps, and adult schools. Multiple measures were incorporated into this system in order to accommodate the diversity of goals and career objectives of students enrolled in vocational education courses and programs in California, including secondary, adult education, and ROC/P students, as well as both part-time and full-time students attending community colleges.

Measures And Standards

The Act requires that a system of core measures and standards be developed and implemented by the 1992-93 school year. Each system must include measures of learning and competency gains including:

1. Student progress in the achievement of basic and more advanced academic skills.

2. One or more of the following:

   a. Competency attainment
   b. Job or work skill attainment or enhancement
   c. Retention in school or completion of secondary school or its equivalent
   d. Placement into additional training or education, military service, or employment

Although states are required to develop and implement only two measures, the State Committee of Practitioners recommended a system that incorporated all options listed above. Additionally, in order to develop a system that would accommodate the varying goals that cause students to enroll in vocational education courses and programs (such as employment or career advancement, transfer education, and/or attainment of a diploma or certificate), and the differences among vocational education program segments (i.e., secondary school, adult education, ROC/P, and community colleges), a bewildering array of options were devised.

After the first year of implementation of this system, it became clear that the initial system of core measures and standards was unnecessarily complex. The data collection process was found to be burdensome to local schools and colleges and, despite numerous professional development efforts, the system was not well understood in the field.

Thus, in Fall 1993, the State Committee of Practitioners recommended that the system of core measures and standards be amended. These recommendations were approved by the State Board of Education in January 1994, as follows:

Measure 1: Basic And More Advanced Academic Skills

Secondary

Student performance on the statewide California High School Performance Assessment at grade 10.

Data Collection

California High School Performance Assessment

Standard

School Achievement of a score of "4" or above on a 6-point scale of student performance by:

- Absolute Performance Standard: Achieving a score of at least 75 points on a 100-point composite index comprised of rated factors, including the percent of student mobility, level of parent education, percent of students receiving AFDC, and other factors.

- Growth Standard: Showing improvement at a rate that meets or exceeds the state growth target. (Growth is the change in the percent of students meeting performance standards.)

Postsecondary

Successful completion of a vocational education course that integrates academics into the curriculum and that leads to a certificate, degree or diploma.

Data Collection

- COCCC: Management Information System (MIS)
- Adult Education: CDE Form
- ROC/P: VE-80B

Standard

Statewide average for successful course completion.

Measure 2: Retention

Secondary

Dropout complement rate (percentage of students who did not drop out in grades 10-12).

Data Collection

California High School Performance Assessment

Standard

- Absolute Performance Standard: Scoring at or above 75 points on the 100-point composite index when compared to similar schools. (Comparison group norms are frozen at level of base year, 1986-87.)

- Growth Standard: Improving the dropout complement rate by 5 percentage points over the base year of 1986-87.

Postsecondary

Percentage of students identified as course completers.

Data Collection

- COCCC: MIS
- Adult Education: CDE Form
- ROC/P: VE-80B

Standard

Statewide average for course completion and/or attainment of course certificate.

Measure 3: Placement

Secondary And Postsecondary

Follow-up of program completers, including special populations students and tech prep students.

Data Collection

All segments:

- Unemployment insurance wage records
- Community College MIS files
- Student enrollment data from University of California (UC) and California State University (CSU) systems
- Military enlistment data

Standard

Percentage of students placed into employment or who transfer to higher education, progress to additional training, or enter the military will increase until percentage meets minimum standard (to be determined by statewide average).

Process For Developing Measurable Goals And Accountability Measures For Special Populations

The system developed for the statewide core measures and standards of performance for vocational education was designed with the active support of field practitioners, many of whom represented the needs of students who are members of special populations. Indeed, many of the members of the State Committee of Practitioners were representatives from advocacy groups and/or associations whose primary responsibility was to ensure full inclusion of special population groups into all aspects of education.

The system developed for California includes each special population within all measures. A school or college's success in achieving progress for students who are members of special populations in vocational education is evaluated by the measures of academic achievement, retention, and placement. And, at the college level, data on course and program completion rates, including student grades, placement and transfer rates, will be monitored for each special population group, as compared to the total vocational education population in general.

The annual program evaluations conducted by districts supplement the system of core measures and standards. As required by Section 117 of the Act, local districts monitor the access, success, and progress of students who are members of special populations. The statewide system of measures and standards is designed to evaluate the success and progress of each special population. Additionally, each district is required to evaluate the effectiveness of its programs in the area of access. Access is identified by evaluating the percentage of special population students enrolled in vocational education programs, as compared to the percentage of all vocational education students and/or in comparison to the total school or college population as a whole.

Process Local Education Agencies Use To Develop Programs For Special Populations

Specific criteria have been developed in order to ensure that districts meet the intent of the Act in regard to the full participation by students who are members of special populations in vocational education programs. These criteria include the following:

- Requirements to target/prioritize use of funds at sites or at vocational education programs that serve the highest concentrations of special populations students.
- Submission of statements of assurances regarding services provided to students who are members of special populations.
- Requirements for sign-off on local plans/applications by representatives of special populations groups and mandatory review and approval of set percentages of local plans/applications by representatives of special populations groups.
- Requirements for coordination of local vocational education programs with other agencies, program providers and student services.
- Requirements for local districts to annually review/evaluate their programs with the participation of representatives of special populations groups and to incorporate strategies to address any barriers to access, success, and/or progress identified in the review.

How Local Education Agencies Address Core Measures And Standards In Local Plan

Eligible recipients are required to address standards for special populations students in their local plans/applications. For example, if the annual program review/evaluation indicated a lower rate of access, success, and/or progress for students who are members of special populations, the evaluation must identify and implement strategies to overcome any barriers which are resulting in these lower rates. The results of the evaluation must be incorporated into the subsequent year's local plan/application. The plan must describe the results of the program evaluation, including the core measures and standards, as well as efforts to be made to improve access and services to students who are members of special populations.

PROCESS TO PROVIDE ACCESS TO MEMBERS OF SPECIAL POPULATIONS ENROLLED IN PRIVATE SECONDARY SCHOOL

403.32(a)(5)
113(b)(3)(D)

The local application for Section 231 funds has been designed to include a statement of assurances that specifies that the eligible recipient will provide students enrolled in private schools with an opportunity for participation in vocational education programs and services that are funded with Perkins Act vocational education funds.

STATE'S EFFORTS TO RECRUIT, ENROLL, AND PLACE SPECIAL POPULATIONS STUDENTS

The ability of the State to be responsive to the needs of students who are members of special populations is addressed in the development, implementation, and evaluation of the local plan. 403.32(a)(18) 118(a)(1)

Specific criteria have been developed in order to assure that districts meet the intent of the law to encourage full participation of students who are members of special populations in vocational education programs. The criteria established includes:

1. Prioritization of vocational education programs
2. Statements of assurances
3. Criteria for approval of the local plan and application
4. Coordination between vocational education and student services

Each district must assure that students who are members of special populations at all schools/colleges are provided the same opportunities of students who are not members of special populations. Districts will provide equal access, participation, and placement activities as well as a wide range of support services necessary for successful completion of all special populations in vocational education. A certification of assurances must be signed by the chancellor or superintendent for each district, in compliance with Section 118 of the Act.

The plan must also describe the affirmative outreach, recruitment, and placement activities that will be provided and the methods that will be used to develop vocational education programs in consultation with students who are members of special populations. All of these items are reviewed in checklists that are used in the approval process for each district plan.

The annual program evaluation conducted by districts supplements the system of standards and measures to meet the requirements of Section 117 which requires districts to monitor the access, success, and progress of students who are members of special populations. This includes efforts to recruit, enroll, and place special populations students. The state system of standards and measures is designed to evaluate the success and progress of each special population. Additionally, each district is required to evaluate the effectiveness of its programs in the area of access. Access is identified by evaluating the percentages of special populations students enrolled in vocational education programs as compared to the percentage of all vocational education students and in comparison to the total campus/district population.

If a district demonstrates a lower rate of access, success and/or progress, the evaluation must address the strategies that will be adopted to overcome any barriers which are resulting in these lower rates. The results of the evaluation must be incorporated into the subsequent year's local plan and application.

The plan must describe the results of the program evaluation for the previous year and the efforts that will be made to improve access and services to students who are members of special populations. The data must report:

1. The number of students of special populations participating and completing vocational education programs
2. The number of students who successfully transitioned from vocational education programs to employment, colleges, universities, and the military as compared to the general population

ACCESS OF SPECIAL POPULATIONS STUDENTS TO ALL PROGRAMS

403.32(a)(19)
118(a)(2)

Each district must assure that students who are members of special populations at all schools/colleges are provided the same opportunities of students who are not members of special populations. Districts will provide equal access, recruitment, participation, and placement activities as well as a wide range of support services necessary for successful completion of all special populations in vocational education, including:

1. Occupationally specific courses of study
2. Cooperative education
3. Apprenticeship programs
4. Comprehensive career guidance
5. Comprehensive counseling

A certification of assurances must be signed by the chancellor or superintendent for each district, in compliance with Section 118 of the Act.

If lower rates of access are identified for any population within a program area, funds must be allocated for outreach and recruitment purposes. Outreach and recruitment activities may include identifying the appropriate referring agencies in the community, making presentations, visitations for groups to a college campus career days, open house invitations, the printing of flyers and brochures in foreign languages, visitations to the high schools, and presentations in Basic Skills and English as a Second Language classes.

State Policies For Eligible Recipients To Discuss Services For Special Populations

State Board policies regarding the detail to which eligible recipients are required to discuss the services to be offered to meet the needs of special populations are presented in the local plan guidelines. Specifically, eligible recipients of Title II, Part C funds are required to provide narrative that details those instructional and support services responsive to the needs of students who are members of special populations. To meet the mandates of Sections 240 and 235, the local plan/application will require eligible recipients to provide information, such as the following:

1. Describe the extent to which the funded programs provide full and equitable participation of individuals who are members of special populations, at a limited number of sites or program areas.

2. Describe the manner in which priority for funding was determined, based on sites or programs that serve the highest concentrations of special populations students. Attach the appropriate matrix form ("Targeting by Site" OR "Targeting by Program") to justify the selection of sites or programs to be targeted for improvement with Title II-C funds.

3. Provide enrollment data for each of the special populations students in the funded ("targeted") vocational education programs in the district, or, as appropriate, in Regional Occupational Centers/Programs or adult education programs.

4. Describe how the needs of individuals who are members of special populations groups will be assessed and the planned use of funds to meet such needs.

5. Describe the affirmative outreach and recruitment efforts to be used to provide access to programs of good quality to students who are economically disadvantaged (including foster children), students with handicaps, and students of limited English proficiency.

6. Describe methods used to develop vocational education programs in consultation with parents and students of special populations.

7. Provide a statement of assurances that programs receiving Title II-C funds shall be carried out according to the following requirements of Section 118 and in accordance with Sections 612, 614, and 615 of the Individuals with Disabilities Education Act (I.D.E.A.):

   a. Students who are members of special populations will be assisted to enter vocational education programs, and, with respect to students with handicaps, assisted in fulfilling the transitional service requirements of Section 626 of the Education of the Handicapped Act. Students with disabilities who have individualized education programs under Section 614(a)(5) of the I.D.E.A., with respect to vocational education programs, will be afforded the rights and protections guaranteed those students under Sections 612, 614, and 615 of the I.D.E.A.

   b. The special needs of students participating in funded programs will be assessed with respect to their successful completion of the vocational education program in the most integrated setting possible.

c. Students who are members of special populations will be assisted to succeed in vocational education programs through provision of supplementary services, such as counseling, English language instruction, child care, and special aids. With respect to individuals with handicaps, the supplementary services include (a) curriculum modification, (b) equipment modification, (c) classroom modification, (d) supportive personnel, and (e) instructional aids and devices.

d. Guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provisions of such special services will be provided.

e. Counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities will be provided.

8. Describe how the provision of vocational education to individuals who are members of special populations will be monitored.

9. Describe the process used to inform students who are members of special populations and their parents, prior to the beginning of grade 9-- and, to the extent practicable, in a language and form that the parents and students understand--about the following: (1) opportunities available in vocational education, (2) requirements for eligibility for enrollment in these programs, (3) the specific courses that are available, (4) special services that are available, (5) employment opportunities, and (6) placement.

10. Describe how funded vocational education programs cooperate with the sex equity program requirements of the Perkins Act. [NOTE: See Appendix for a listing of the gender equity requirements of the Act.]

11. Provide a statement of assurances that the eligible recipient will provide students enrolled in private schools with an opportunity for participation in vocational education programs and services that are funded with Perkins Act funds. [NOTE: This requirement pertains only to LEAs applying for Section 231 funds.]

STATE'S EFFORTS TO PROVIDE A LEAST-RESTRICTIVE ENVIRONMENT FOR STUDENTS WITH DISABILITIES

SECONDARY AND POSTSECONDARY

State's Efforts

403.32(a)(20)
118(a)(3)(A)

The State of California assures that vocational edcation programs and activities for individuals with disabilities will be provided in the least restrictive environment in accordance with section 612(5)(B) of the IDEA and will, if appropriate, be included as a component of the individualized education program developed under section 614(a)(5) of that Act.

The Strategic Plan for Special Education which cites California's goal to provide education in the Least Restrictive Environment (LRE) is endorsed at both secondary and postsecondary levels.

A number of statewide strategies and activities have been developed and implemented to accomplish LRE goals:

- Provide intensive training and assistance to special educators, general education staff, specialists, parents, and administrators in the various models for LRE, the skills and methods necessary to implement the models at their sites, the systems change approach, and a variety of training opportunities.
- Disseminate the Guidelines for Implementing the Least Restrictive Environment for special education students to schools, districts, teacher training programs, and parents.
- Provide leadership in promoting an annual review of each student's needs in an attempt to move the placement closer to the general education setting.
- Encourage placement decisions based on assessment findings, goals and objectives, and parental involvement and choice.
- Work collaboratively with various institutions of higher education to develop and implement curriculum that will train new teachers in the concept of LRE.
- Provide leadership to promote the right of each individual to be a full member of the community with respect for the dignity and the potential of each individual.

Additionally, Title 5 of the California Code of Regulations Sections 56000-56074 apply to community college districts offering support services, or instruction through Disabled Student Programs and Services (DSP&S), on and/or off campus, to students with disabilities pursuant to Education Code Sections 67310-12 and 84850. These regulations describe specialized services available to students with disabilities as defined in Section 56002, which are in addition to the regular services provided to all students.

Such services enable students to participate in regular activities, programs, and classes offered by the college. They may include, but need not be limited to: Basic fixed cost administrative services associated with the ongoing administration and operation of the DSP&S program.

LEAs are required to include assurances that they are providing a nonrestrictive environment for students with disabilities.

STATE'S EFFORTS TO PROTECT RIGHTS OF STUDENTS WITH DISABILITIES UNDER SECTION 612, 614, AND 615 OF I.D.E.A.

403.32(a)(21)
118(a)(3)(B)

To comply with the intent and mandates of Sections 612, 614, and 615 of the I.D.E.A., the following assurance has been added to the local application for funds under the Perkins Act.

"Students with disabilities who have individualized education programs under Section 614(a)(5) of the I.D.E.A., with respect to vocational education programs, will be afforded the rights and protections guaranteed those students under Sections 612, 614, and 615 of this Act."

The Individual with Disabilities Education Act (I.D.E.A.) mandates that transition services be included in a student's individualized education program (IEP). CDE's efforts to ensure the protection of the rights of students with disabilities is maintained by IEP monitoring through the coordinated compliance reviews conducted both by the Special Education Division staff and the Career-Vocational Education staff.

The transition services are also detailed in the Individualized Transition Plan (ITP). This plan includes a statement of the needed transition services for students beginning not later than age 16 and annually thereafter (and, when determined appropriate for the individual, beginning at age 14 or younger), including, when appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting.

RIGHTS AND PROTECTIONS OF STUDENTS WITH DISABILITIES WITHOUT IEP AND WHO ARE NON-ELIGIBLE UNDER I.D.E.A.

403.32(a)(22)
118(a)(3)(C)

Students with disabilities who do not have individualized education programs developed under Section 614(a)(5) of the I.D.E.A. or who are not eligible to have such a program, with respect to vocational education programs, will be afforded the rights and protections guaranteed those students under Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and, for the purpose of the State Vocational and Applied Technology Education Programs, those rights and protections include making vocational education programs readily accessible to eligible individuals with disabilities through the provision of services described in Section 403.190(b)(3).

Furthermore, the state, through the COCCC and in cooperation with the CDE, has developed a Section 504 Coordinator's Handbook. This handbook has been distributed to all Division Managers within the CDE and COCCC to assist them with ensuring access for eligible students with disabilities to receive the services provided under vocational education programs. During the coordinated compliance reviews that are conducted by the CDE Career-Vocational Education Division staff and the Special Education Division staff, compliance with the Section 504 Regulations is monitored. Additionally, in the event that a district is selected for a Civil Rights Review, the Section 504 Coordinator within the selected district will be interviewed about compliance issues and asked to provide documents that verify compliance.

COORDINATION AND PLANNING BETWEEN AGENCIES SERVING STUDENTS WITH DISABILITIES

403.32(a)(23)
118(a)(3)(D)

The State of California assures that vocational education planning for individuals with disabilities will be coordinated among appropriate representatives of vocational education, special education, and State vocational rehabilitation agencies.

California School-To-Work Interagency Transition Partnership

The State of California has received a 5-year interagency transition grant funded by the U.S. Department of Education. Nine state agencies that are directly responsible for programs and/or services to students with disabilities participate in the development and implementation of this grant. These agencies include: CDE, COCCC, SJTCC, Social Security Administration, Department of Rehabilitation, Department of Mental Health, EDD, Department of Developmental Services, and the California Association of Professors of Special Education.

Seven delivery system issues requiring a more coordinated, effective and consumer-responsive system for transition have been identified. These seven needs are the focus of the grant and are as follows:

1. Local transition case manager
2. Reciprocal assessment, eligibility and referral
3. Single individual planning document
4. Cross-agency transdisciplinary parent and professional training
5. Local, state, and federal interagency teams
6. Multi-agency accountability system
7. Funding maximized

WorkAbility I, II, III, And IV (See Table 4.1)

Interagency collaboration and planning among/between vocational education agencies, special education, and state rehabilitation agencies is implemented through a four-phase state service system known as WorkAbility I, II, III, and IV. As a result of a two-year study conducted in 1981, a state interagency approach was implemented to bring together the teaching skills of CDE educators within the Special Education Division and the Career-Vocational Education Division, the job-seeking skills of EDD specialists, and the counseling skills of the Department of Rehabilitation (DR) counselors.

WorkAbility I provides vocational services to special education students currently enrolled in high school. WorkAbility II is a cooperative program sponsored by the CDE and the DR. WorkAbility II provides specialized vocational assistance to out-of-school youths, second semester seniors, and adults with disabilities.

WorkAbility III is an interagency project between the California Community Colleges and the California Department of Rehabilitation. This project serves community college students with disabilities who are DR clients. WorkAbility III provides direct job placement, support services, transition assistance into employment, and follow-up services.

Workability IV began operation in the 1992-93 year. It is a cooperative program between the Department of Rehabilitation and the California State University campuses. There were two program sites in operation in 1992-93 with additional sites under development. The purpose of WorkAbility IV is to assist persons with disabilities who are both DR clients and CSU students in their transition from school to work.

The intended outcomes of the interagency agreement and collaboration between the CDE and the DR through WorkAbility are that students take greater advantage of existing vocational services. The collaboration efforts allow students to enroll in vocational education according to an agreed-on vocational plan or individualized transition plan.

The WorkAbility objectives also include: (1) habilitation services through the Habilitation Services Section of the DR, and (2) supported employment services through a collaboration within the DR between field operations and the Habilitation Services Section.

Habilitation services are those community-based services provided for adults with developmental disabilities to prepare them for competitive employment, to train them and maintain them at their highest level of vocational functioning, or to prepare them for referral to vocational rehabilitation services.

Supported employment services may be provided to any person who has a severe disability, who has never been competitively employed or whose competitive employment has been interrupted or intermittent as a result of a disability, who has been determined to have the ability or potential for supported employment and has a need for on-going support services to perform competitive work.

Deaf Regional Resource Centers

The goal of the Deaf Regional Resource Center is to provide new and innovative ways, models, or strategies for specialized support services to assist deaf and hard-of-hearing students in community colleges. This project is also an interagency agreement between the California Community Colleges and the DR. Four community colleges have received funding to institute a Regional Resource Center for the coordination of services to students who are deaf and hard-of-hearing based upon the specific needs of the region or geographical area.

Articulation Process To Establish Goals For Special Populations Students

During the 1993-94 school year, a field Ad Hoc Committee on Special Populations was formed by the CDE to discuss issues related to the provision of mandated services under the Perkins Act to disabled students and other students who are members of special populations groups. Composed of representatives of transition programs, special education, vocational education, and various field practitioners and members of special needs associations, the Ad Hoc Committee recommended a variety of strategies for implementation at both state and local levels. These articulation strategies to establish goals for special populations students were implemented, as follows:

- A sign-off by the appropriate local representative of special education, bilingual education, gender equity, and Chapter 1 on the local plans/applications.
- Evidence of an approved local application with all required signatures to be added to the on-site compliance reviews of local programs.
- Involvement of representatives of special populations groups in the statewide needs assessment conducted as part of the new State Plan development process.
- Solicitation of nominations for the State Committee of Practitioners for Vocational Education from special populations groups.
- Designation of a state agency staff member as the statewide liaison for special populations services.
- Formation of a statewide Intersegmental Advisory Committee on Special Populations to provide advice and recommendations on implementation of programs and services to special populations students.
- Establishment of regular meetings of state-level staff with representatives of special populations groups in order to provide a collaborative forum to discuss issues related to students who are members of special populations groups.

- **Encouragement to eligible recipients to include representatives of special populations groups in all professional development activities.**

WORKABILITY AND TRANSITION

Table 4.1

	WorkAbility I (154 Projects)	WorkAbility II (37 Projects)	WorkAbility III (35 Projects)	WorkAbility IV (7 Projects)	Transition Partnership Programs (100 Projects)
Student Populations	Secondary (Special Ed)	ROC/P's or Adult Schools: primarily for adults & out of school youth (dropouts) DR Eligible	Community College DR Eligible	California State University Students DR Eligible	Secondary DR Consumers two years prior to exiting
Source of Funding	State Dept. of Education	State Dept. of Rehab. (federal funds) plus 35% educational match (non-federal)	State Dept. of Rehab. (federal funds) plus 35% educational match (non-federal)	DR + 1/4 cash or Certified Time match (non-federal)	DR + 1/4 cash or Certified Time match (non-federal)
Dept. of Rehab. Client	Not Required	Required	Required	Required	Required
Purpose or Goal	Pre-employmnt skills training. work exp. & employment placement	Unsubsidized employment - 60 days or more	Unsubsidized employment - 60 days or more	Unsubsidized employment - 60 days or more	Unsubsidized employment - 60 days or more
Pre-Placement Service	Varies among WA I sites - may include: · assessment · career guidance · work exp./ vocational training · job search skills training · mobility training	Varies among WA II sites - may include: · assessment · career guidance · job skills training · job club/ employment preparation · personal counseling	Varies with programs - may include: · assessment · career development · work exp. · job search skills training · personal counseling	Varies w/sites may include: · job develop/ placement · work exp. · internship & volunteer placements · job search skills training · job club · career guidance	Varies among TPP sites - may include: · on-the-job training · job club/ employment preparation · personal counseling · job placement
Placement Follow-up	Continuous until grad from H.S. (while in WA I Program) limited yearly follow-up for 3 years	60 days	60 days	60 days	60 days
Wages	Varies among WA I sites - wages may be paid from: · WA I funds · employer when direct hire · other sources (e.g. JTPA)	Wages paid by employer (WA II does not cover wages except for OJT's)	Wages paid by employer (WA III does not cover wages except for OJT's)	Wages paid by employer (WA IV does not cover wages)	Wages paid by employer - training wage reimbursed to employer

PROCESS FOR MONITORING STUDENTS WITH DISABILITIES (EDUCATION CONSISTENT WITH IEP)

The State of California assures that the provision of vocational education to each student with disabilities will be monitored to determine if that education is consistent with the individualized education program developed for the student under section 614(a)(5) of the IDEA, in any case in which an individualized education program exists. 403.32(a)(24) 118(a)(3)(E)

SECONDARY

Beginning no later than age 16, the IEP for each student describes that student's individual schcol-to-work transition needs, the services to be provided, identification of which agency will provide those services, and how all of the services will be coordinated. Vocational plans may be addressed either by developing vocational goals in the IEP, including a separate vocational document in the IEP, or by creating a completely separate document, such as an individualized transition plan (ITP). This ITP (or comparable document) includes such information as: vocational assessment results, career training plans, employment goals, support services needed, and if appropriate, goals for acquisition of daily living skills.

In most cases, the goal of the ITP is to assist the student in transitioning to competitive work as opposed to subsidized employment. The goals included in the ITP are both short and long range in scope and may address not only vocational issues but also social/emotional, work/occupational, community/leisure, and mobility training/transportation issues. Because the ITP spans the last years of high school and beyond, it is a process that involves the coordination with multiple agencies such as the high school, ROC/P, community college, Department of Rehabilitation, EDD, transportation service providers, and other community agencies.

POSTSECONDARY

A Student Educational Contract (SEC) is a plan to address specific needs of the student. A SEC must be established upon initiation of DSP&S services and shall be reviewed and updated annually for every student with a disability participating in DSP&S. The SEC specifies those regular and/or special classes and support services identified and agreed upon by both the student and DSP&S professional staff as necessary to meet the student's specific educational needs. The SEC shall be reviewed annually by a DSP&S professional staff person to determine whether the student has made progress toward his/her stated goal(s).

Whenever possible, the SEC shall serve as the Student Educational Plan (SEP) and shall meet the requirements set forth in Section 55525 of Title 5 of the California Administrative Code. In addition, for students in noncredit special classes, each SEC shall include, but need not be limited to a description of the criteria used to evaluate the student's progress.

In addition, Section 56027 of Title 5 directs each community college district receiving funding pursuant to this sub-chapter shall, consistent with Section 53203, establish a policy and procedure for responding, in a timely manner, to accommodation requests involving academic adjustments. This procedure shall provide for an individualized review of each request. The procedure shall also permit the Section 504 Coordinator, or other designated district official with knowledge of accommodation requirements, to make an interim decision pending a final resolution.

PROCESS FOR MONITORING DISADVANTAGED STUDENTS AND STUDENTS WITH LIMITED ENGLISH PROFICIENCY IN INTEGRATED SETTING

The State of California assures that the provision of vocational education will be monitored to ensure that disadvantaged students and students with limited English proficiency have access to that education in the most integrated setting possible. 403.32(a)(25) 118(a)(4)

The system developed for the statewide core measures and standards of performance for vocational education was designed to address each special population within all measures. A school/college's success in achieving progress for students who are members of special populations in vocational education will be evaluated by the measures of academic achievement, retention, and placement. Additionally, at the community colleges, data on course and program completion rates, including student grades, placement, and transfer rates, will be monitored for each special population as compared to the total vocational education population.

Services provided are identified based upon identified needs of students. Districts are required to provide the necessary support services to assist students to succeed in courses and are also responsible for providing outreach and recruitment activities to improve access for students into the prioritized vocational education courses and programs. Each district plan indicates the number of students enrolled in all program areas and the district evaluation process will monitor the progress made by tracking the number of students who enroll and complete the programs (see Appendix 7).

STATE'S ASSURANCES OF PROVISION FOR GENERAL SUPERVISION BY STATE AGENCIES RESPONSIBLE FOR SPECIAL POPULATIONS AND STUDENTS WITH DISABILITIES AND THAT STANDARDS FOR SPECIAL POPULATIONS AND STUDENTS WITH DISABILITIES ARE MET

403.32(a)(26)(i)(A)
118(a)(5)(A)(i)

The State of California assures that the requirements of the Act relating to individuals who are members of special populations---

403.32(a)(26)(i)(B)
118(a)(5)(A)(ii)

a. Will be carried out under the general supervision of individuals in the appropriate State educational agency or State Board who are responsible for students who are members of special populations; and

b. Will meet education standards of the State educational agency or State Board.

403.32(a)(26)(ii)
118(a)(5)(B)

The State of California assures that with respect to students with disabilities, the supervision carried out under paragraph (a)(26)(i) of this section will be carried out consistent with, and in conjunction with, supervision by the State educational agency or State Board carried out under section 612(6) of the IDEA.

CRITERIA FOR PROGRAMS SERVING SPECIAL POPULATIONS

The criteria utilized for determining how programs are serving students who are members of special populations are listed on checklists which are used for local plan approval. There are checklists related to special populations and all items listed on the checklists must be found in the local plan in order for the school/college to receive approval by the State. 403.32(b)(3) 113(b)(3)(A)

Local plans for vocational education must address each of the special populations, which include:

1. Individuals with disabilities
2. Individuals of limited English proficiency
3. Educationally and economically disadvantaged individuals
4. Individuals who participate in programs designed to eliminate sex bias
5. Individuals in correctional institutions

The plan must describe how the needs of special populations students will be assessed and how funds will be utilized to meet their needs. Each population must be addressed, and plans are approved on the basis that services required for one group are specific to the needs of students within that population. For example, the needs of students with disabilities are quite different from a student who is economically disadvantaged. As well, felons are considered members of special populations and are also entitled to programs and services under the Act. Colleges are requested to identify prison facilities located within its district boundaries and seek ways to develop educational services and programs for incarcerated felons.

All plans must describe how students who are members of special populations will be identified, how needs will be assessed, and what activities and services will be provided to meet these needs. The plan must also describe what affirmative outreach and recruitment activities will be provided and the methods that will be used to develop vocational education programs in consultation with students who are members of special populations.

State Process For Complying With Program Criteria For Special Populations

Once a plan meets each item on the checklist described above, the state staff will approve the plan. If a plan is found not to address an item or addresses an item inadequately, the district will be contacted. Districts are then required to submit an addendum to the plan which responds to any item in question.

Special Populations Follow-up Procedures

Special populations follow-up procedures are a component of the state system of standards and measures and the annual local program evaluation. Each district is required to address each special population within all measures. A school/college's success in achieving progress for students who are members of special populations in vocational education will be evaluated by the measures of academic achievement, retention and placement. At the college level, data on course and program completion rates, including student grades, and placement and transfer rates will be monitored for each special population as compared to the total vocational education population.

The annual program evaluation conducted by districts supplements the system of standards and measures to meet the requirements of Section 117 which requires districts to monitor the access, success and progress of students who are members of special populations. The state system of standards and measures is designed to evaluate the success and progress of each special population. Additionally, each district is required to evaluate the effectiveness of its programs in the area of access. Access is identified by vocational education programs as compared to the percentage of all vocational education students and/or in comparison to the total school/college population as a whole.

If a district demonstrates a lower rate of access, success, and/or progress, the evaluation must address what strategies will be adopted to overcome any barriers which are resulting in these lower rates. The results of the evaluation must be incorporated into the subsequent year's local plan and application.

The plan must describe the results of the program evaluation, including the standards and measures for the previous year and what efforts will be made to improve access and services to students who are members of special populations. The data that must be reported:

1. The number of students of special populations participating and completing vocational education programs.
2. The number of students who successfully transitioned from vocational education programs to employment, colleges, universities, and the military as compared to the general population.

Program Responsiveness Serving Special Populations And Students With Disabilities

Program responsiveness to serving the needs of students who are members of special populations is addressed in the development, implementation, and evaluation of the local plan. Meeting the needs of students who are members of special populations is required by all districts. Funds are allocated only when districts are able to demonstrate their ability to serve special populations students.

In the development of the plan, special populations are addressed in the prioritization of vocational education programs, statements of assurances, criteria for approval of the plan and application, and through the coordination between vocational education and student services. In the implementation of the plan, districts provide services to students who are members of special populations ranging from tutors, aides, interpreters to computer assisted instruction and adaptive equipment. In the evaluation of the plan, all districts must address special populations students and are required to evaluate the rates of access, success, and progress of these students.

RANGE AND QUALITY OF SUPPLEMENTAL SERVICES FOR SPECIAL POPULATIONS

403.32(b)(12)
113(b)(23)

Local plans must describe procedures to provide students who are members of special populations equal access to recruitment, enrollment and placement activities as defined by Section 235 of the Act, including the categories of guidance and counseling, supplemental services, basic skills and instruction.

The range of services provided to students under these categories includes: special orientation meetings or workshops; specialized assessment; extended counseling hours; development of an Individualized Transition plan which becomes part of the secondary student's individualized education plan, and the corresponding Student Educational Contract for community college students; career guidance computer searches; and seminars on career exploration and planning. Under the categories of basic skills and instruction, funds are generally used to support tutors, instructional aides, and laboratory teaching assistants in basic skills and vocational education courses.

Based upon program reports by districts using Perkins Act funds to serve special populations, the most frequently used supplemental services are:

1. Supportive Personnel
    a. Tutors
    b. Aides
    c. Interpreters
    d. Readers
    e. Mobility aides
    f. Counselors/transition specialists
    g. Peer advisors
    h. Special population coordinators
    i. Job placement specialists
    j. Child care providers
    k. Job coaches
2. Instructional Aids And Devices
    a. Computer assisted instruction
    b. Braille materials
    c. Large print materials
    d. Bilingual materials
    e. Magnifying overlays

3. Curriculum Modification

   a. Inclusion of equity issues and topics
   b. Alternative teaching strategies
   c. Task analysis
   d. Curriculum based assessment
   e. Instructional modifications to accommodate to differing learning styles and disabilities

4. Equipment Modification

   a. Lower or raise tables/workbenches
   b. Computer adaptations

Many districts have utilized funds to hire a special populations coordinator who is responsible for the coordination of services and activities available to special populations. Coordinators' responsibilities vary according to district, but their general duties include assessment of student needs, career planning for students specific to the program area, coordination of support services for all students, and on-going monitoring of progress of students in participating, completing and attaining competencies in vocational education programs.

Not only are districts required to provide the necessary support services to assist students in succeeding in courses, but they are also responsible for providing outreach and recruitment activities to improve access for students into the prioritized vocational education courses and programs. Each district plan indicates the number of students enrolled in all program areas, and the district evaluation will monitor the progress made in the number of students who enroll, are retained, and complete the programs.

Outreach and recruitment activities may include identifying the appropriate referring agencies in the community, making presentations, visitations for groups to the local campus, career days, open house invitations, the printing of flyers and brochures in foreign languages, visitations to the feeder schools, and presentations in Basic Skills and English as a Second Language classes.

Activities to promote access and improve services to students of limited English proficiency also include translation of classroom materials, as well as brochures and promotional materials utilized for outreach and recruitment. Instructional and services support is often provided at the local level by teaming an English as a Second Language (ESL) instructor with a vocational education instructor, and through the use of bilingual vocational counselors and bilingual tutors. Vocational English as a Second Language (VESL) is also utilized as means of integrating basic skills and vocational skills instruction for limited English speaking students.

Services available to students who are disadvantaged include tutorial services, diagnostic assessment, guidance and counseling, and individualized basic skills instruction. For students who are economically disadvantaged, funds are targeted toward financial aid support, book loans, transportation, fee waivers, and scholarships.

Services available to students who are single parents, single pregnant women and displaced homemakers generally include child care, textbooks, transportation assistance, specialized career development, and job placement, including specialized job development for students training for nontraditional careers, peer tutors and mentors. Other local activities include seminars on study skills, self-esteem, career exploration and peer support groups, mentors, parent groups including those for single parents and support groups for persons pursuing careers nontraditional for their sex.

PROCESS FOR IDENTIFYING NEEDS AND DESIGNING SERVICES FOR SPECIAL POPULATIONS

Local plans for vocational education must address each of the special populations which include:

1. Individuals with disabilities
2. Individuals of limited English proficiency
3. Educationally and economically disadvantaged individuals
4. Individuals who participate in programs designed to eliminate sex bias
5. Individuals in correctional institutions

The plan must describe how the needs of special populations students will be assessed and how funds will be utilized to meet their needs. Each population must be addressed, and plans are approved on the basis that services required for one group are specific to the needs of students within that population. For example, the needs of students with disabilities are quite different from a student who is economically disadvantaged. As well, felons are considered members of special populations and are also entitled to programs and services under the Act. Colleges are requested to identify prison facilities located within its district boundaries and seek ways to develop educational services and programs for incarcerated felons. All plans must describe how students who are members of special populations will be identified, how needs will be assessed, and what activities and services will be provided to meet these needs.

The plan must also describe what affirmative outreach and recruitment activities will be provided and the methods that will be used to develop vocational education programs in consultation with students who are members of special populations. All of these items are reviewed in checklists that are used in the approval process for each district plan.

SPECIAL POPULATIONS
SECONDARY, POSTSECONDARY, CORRECTIONS
1990-91 AND 1991-92

	Entering Program		Performing Successfully		Completing Program	
	90-91	91-92	90-91	91-92	90-91	91-92
Disadvantaged						
Secondary	75,007	79,069	50,255	52,796	35,253	37,162
Adult/ROP	36,304	40,144	24,324	26,896	24,324	26,896
Postsecondary	213,646	255,200	n/a	n/a	26,924	24,733
LEP						
Secondary	11,132	13,509	7,458	9,051	5,232	6,138
Adult/ROP	22,110	24,393	13,449	14,838	13,449	14,838
Postsecondary	54,377	71,348	n/a	n/a	5,172	6,418
Disabled						
Secondary	21,889	22,274	14,666	14,924	10,288	10,469
Adult/ROP	10,603	10,145	6,362	6,087	6,362	6,087
Postsecondary	20,962	27,652	n/a	n/a	3,586	2,732
Corrections	8,643	9,125	6,237	7,725	3,496	3,659
TOTALS	**474,673**	**552,859**	**122,751**	**132,317**	**134,086**	**139,132**

APPEALS PROCESS FOR SPECIAL POPULATION STUDENTS

SECONDARY

403.205(a)
118(d)(1)

The State Board of Education has in place procedures, including an appeals process, by which special population students and their parents, teachers, and concerned area residents may participate directly in state/local decisions that influence the character of programs under the Act. These procedures are designed to ensure that all students, including members of special populations, have equal access to a full range of vocational programs, comprehensive career guidance and counseling services, and a discrimination and harassment-free educational environment. Further, state monitoring procedures exist to ensure that vocational education programs and activities for individuals with disabilities are provided in the least restrictive environment, and that these students are afforded all other rights prescribed under various state and federal laws and regulations, including Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act, the Individual With Disabilities Education Act and Title IX of the Education Amendments of 1972.

If, despite the efforts to ensure the vocational education participation and observe the civil rights of students who are members of special populations, individuals believe that a public agency may have violated a federal or state law or regulation governing career-vocational education programs, they, their representative or interested third party, public agency or organization may file a complaint with the LEA as specified in the California Code of Regulations, Title 5.

LEAs are required:

- To ensure compliance with all applicable federal and state laws and regulations.
- To designate a staff member to be responsible for complaint resolution.
- To adopt complaint procedures consistent with Title 5.
- To notify, at least annually, parents, employees, committees, students and other interested parties of local complaint procedures, including the right to appeal the LEAs' decision to the CDE.

Among its responsibilities under the appeals process, the CDE:

- Maintains files on complaints.
- Refers complaints to LEAs for resolution, as appropriate.
- Requests reports of LEA actions, as appropriate.
- Conducts mediation or investigations under specified conditions.
- Requires corrective action concerning compliance issues.
- Provides technical assistance to correct compliance issues.

POSTSECONDARY

Where students are required by a community college district to meet prerequisites under Section 58106(b)(2) or (b)(3) of the California Administrative Code, a student may object to such requirement on the grounds that the necessary course is not available. The district shall promptly (within 5 working days) determine whether the required course was available and, if not, the district shall waive the prerequisite for that term.

An allegation that a community college district has violated the provisions of Subsection (f) of Section 55521 or has established discriminatory prerequisite subject to challenge under Subsection (d)(3) of Section 58106 shall be considered a complaint of unlawful discrimination and shall be filed, investigated and resolved pursuant to Chapter 5 (commencing with Section 59300) of Division 10 of the California Administrative Code.

Each community college district shall establish written procedures by which students may challenge any other alleged violation of the provisions of this chapter or of Section 58206. Districts shall investigate and attempt to resolve any such complaints. Such complaint procedures may, by action of the governing board, be consolidated with existing student grievance procedures. Records of all such complaints shall be retained for at least three years after the complaint has been resolved and shall be subject to review by the Chancellor as part of the statewide evaluation required under Section 55512.

INDICES OF ECONOMIC STATUS USED TO DETERMINE ECONOMICALLY DISADVANTAGED

The indices of economic status used by the state to determine the number of economically disadvantaged students attending secondary school vocational education programs include the following:

403.32(b)(19)
231(d)(3)(A)

1. Free or reduced-price meals under the National School Lunch Act.

2. The program for aid to dependent children under Part A of Title IV of the Social Security Act.

3. Services under Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965.

Eligible recipients may use any one of these indices to determine the economically disadvantaged enrollments in their vocational education programs.

SECTION V: EVALUATION
SUMMARY

Monitoring Projects/Services/Activities Of Recipients: Today And 1994-96

- Each local application must contain either a special population sign-off form or an assurance statement affirming that special populations representatives have been consulted in the generation and preparation of the annual local application of each submitting institution.
- Each recipient assures that an annual evaluation will be conducted using the core standards and measures and that program review is conducted with full participation of representatives of individuals who are members of special populations.
- CDE and COCCC staff monitor local programs for compliance with federal and state requirements through a compliance review process.
- Each eligible recipient, via the implementation of an annual local plan, is required to provide specific goals, objectives, activities, and expected outcomes, as well as a description of the process that is used for local evaluation.
- The State has developed program monitoring instruments and they are included in the Appendix of this volume.
- To be eligible for funds, each local recipient is required to participate in statewide data collection and reporting systems. In addition, each recipient must collect and maintain data on special population students, including enrollment, performance, and completion status.

Summary Of Evaluations: 1990-91, 1991-92, And 1992-93

- **1990-91.** Eligible recipients participated in on-site compliance reviews conducted by Agency monitors and Office of Civil Rights reviews. Annual local fiscal audits were conducted and technical assistance was provided by request to local districts. Individual student accountability forms were maintained at the local level to document services to identified students and the results of these services.

- **1991-92.** The Committee of Practitioners was convened and made recommendations on the core system of measures and standards. Emphasis was placed on staff development to help eligible recipients understand the new Perkins Act and the new measures and standards. Compliance review methods were changed to reflect the new data reporting requirements of the Perkins Act. Most schools began the transition to the new reporting and data standards and results were filed at the local level.

- **1992-93.** Baseline data were collected to operationalize the core measures and standards components of (1) learning and competency gains in the basic and advanced academic skills, and (2) retention. Eligible recipients implemented the annual program review and evaluation requirements of Section 117(a). Compliance reviews were done on a rotating basis and CDE expanded its evaluation program known as the Program Certification Process.

Strategies To Promote Program Improvement: Today And 1994-96

California uses a variety of strategies to promote improvement in local programs and annual refinements to Perkins Act programming at the state and local level. Some examples of programs now in place and to be continued in 1994-96 include:

- Both agencies offer extensive professional development activities and workshops to faculty and administrators that include strategies for better evaluation, more effective program design, and strategic administrative procedures for more effective service delivery and outcomes.

- Extensive technical assistance is provided to all requesting recipients through activities including on-site visits, field committees, and conferences for subject area teachers.

- During the 1993-94 school year, the State developed a program of technical assistance and program improvement to help districts that require corrective action plans to enhance their performance. This program will be expanded during the 1994-96 period.

- Local plan applications have been modified to feature more quantifiable and comparable reporting of goals, objectives, proposed activities, intended outcomes, and evaluation methods. Relying on a clearly articulated set of objectives will provide strategic benchmarks for all eligible recipients.

SECTION V

EVALUATION

STATE'S PROCESS TO MONITOR PROJECTS, SERVICES AND ACTIVITIES OF ELIGIBLE RECIPIENTS 5.1
PROGRAM EVALUATION WITH ELIGIBLE RECIPIENTS 5.3

STATE'S PROCESS TO MONITOR PROJECTS, SERVICES AND ACTIVITIES OF ELIGIBLE RECIPIENTS

403.32(a)(4)
113(b)(3)(C)

The process used by the State to ensure that LEA projects, services, and activities assisted with funds under the Perkins Act are effectively meeting the needs of individuals who are members of special populations includes these elements:

1. A special populations sign-off or assurance form is required to ensure that local special populations representatives have been consulted in the annual application for Perkins Act funds.
2. General assurance citations in the annual application for Perkins Act funds specify the local activities and services to ensure that special populations have equal access and are provided the scope and quality of services necessary for full participation in vocational education programs assisted with the funds.
3. Specific assurance citations in the annual application specify that the local educational agency annually evaluate the effectiveness of the vocational education programs assisted with the Perkins Act funds. The evaluation criteria include the core measures and standards and these requirements specified in Section 117 of the Act:
    a. Review programs with the full and informed participation of representatives of individuals who are members of special populations.
        1) Identify and adopt strategies to overcome any barriers which are resulting in lower rates of access to vocational programs or success in such programs for individuals who are members of special populations.
        2) Evaluate the progress of individuals who are members of special populations in vocational education programs funded by the federal Act.
    b. Evaluate the progress of vocational education programs to assure that they are providing vocational education students with strong experience in an understanding of all aspects of the industry the students are preparing to enter.
4. Local programs are monitored for compliance with federal and state requirements through a compliance review process.

5. An end-of-year report is completed by each LEA receiving Perkins Act funds to include, among other data, the number of special populations students enrolled in vocational education programs, the number who complete the programs and the success the completers have in obtaining employment in the program area in which they were trained.

PROGRAM EVALUATION WITH ELIGIBLE RECIPIENTS

State's Policy And Procedures For Eligible Recipient Program Evaluation

California has implemented a number of policy requirements and procedures relative to evaluation of vocational education programs: 403.32(b)(9) 113(b)(13)

- Eligible recipients are required to discuss in detail in the annual local plan/application how program evaluation will be accomplished.
- All recipients of Perkins Act funds are required to conduct an annual program review/evaluation. 403.191(a) 117(a)
- Secondary, ROC/P, and adult education schools and districts are required to obtain signatures of representatives of special population groups on their annual plan/application for funds. While the signatures alone do not constitute an evaluation, this requirement is designed to encourage discussion and evaluation of local vocational programs and services for students who are members of special populations.
- Compliance reviews are conducted of local recipients on a rotating schedule. These reviews contain provisions requiring written documentation of the results of the annual program review/evaluations and the required participation of representatives of special populations.
- All recipients are required to implement the statewide system of core measures and standards. Data are collected statewide, and local recipients are required to evaluate their progress in meeting the standards in comparison to statewide averages. Programs found to have difficulty in meeting the standards are required to develop a local program improvement plan in consultation with teachers, parents, and students. 03.192(a-b) 117(b)
- Recipients are required to participate in statewide data collection systems, including the community college's Management Information System (MIS), CDE's California Basic Educational Data System (CBEDS), ROC/P VE-80 reports, and the end-of-year report.

- Vocational education programs are also evaluated through a number of school wide and campus wide reviews, including accreditation and program quality reviews.
- Recipients participate in annual local audits.
- Local plan applications require statements of assurances.

Summary Of Evaluations 1990, 1991, 1992

1990 Summary

The 1990-91 school year was the last year under the Carl D. Perkins Vocational Education Act (VEA). During 1990-91, eligible recipients participated in compliance reviews and Office for Civil Rights (OCR) reviews, both of which were designed to assess compliance with a variety of federal mandates. Annual local fiscal audits were also conducted, and technical assistance was provided by request to local districts. Under the Carl D. Perkins Vocational Education Act, eligible recipients were required to maintain detailed records of special populations (disabled, LEP, and economically/academically disadvantaged) students' participation in vocational education programs. Special set-aside allocations could be spent only on these students, and individual student accountability forms were maintained on file at the local level to document services to identified students and the results of these services. Program evaluation data were maintained and utilized at the local districts. Statewide collection of evaluation results was not required.

1991 Summary

In this, the first year of implementation of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, evaluation requirements changed dramatically. The State Committee of Practitioners was convened by the State Board of Education, and a statewide system of core measures and standards was developed. California implemented an interim system of core measures and standards, which was incorporated into the local plan/application for 1991-92. Local districts were asked to describe how they planned to implement the interim system. End of year results were maintained at the local level and used to modify/amend applications for funds in the subsequent year. During this year, extensive staff development and communication efforts were conducted to increase awareness of the core measures and standards and of eligible recipients' responsibilities to implement them. Emphasis was placed on staff development to help eligible recipients understand the requirements of the new Act, including targeting/prioritizing of funds to sites or programs serving the highest concentrations of special populations students, academic and vocational integration of curriculum, and required uses of funds. Compliance review documents were modified to reflect the changed requirements of the Perkins Act. Most schools and districts continued to implement program evaluation procedures established under the old Vocational Education Act (see 1990 Summary) and maintained results locally.

1992 Summary

During 1992-93, the statewide system of core measures and standards was implemented via two measures: (1) Learning and competency gains in the basic and more advanced academic skills, and (2) retention. Baseline data were collected on these two measures in order to calculate statewide averages. In this year, eligible recipients also implemented the annual program review/evaluation requirements of Section 117(a). Data from these reviews are maintained at the local level, but results were used to amend, as necessary, districts' local plans/applications for funds during the third year of their 1991-94 plans. Eligible recipients were required to address standards for special populations students in their local application. Compliance reviews were conducted on a rotating basis and, as part of the reviews, districts provided documentation of their program evaluation activities and results. Ongoing state evaluation procedures continued in 1992-93, including accreditation reviews, program and compliance reviews, student follow-up, fiscal audits, and a variety of voluntary program evaluations, such as CDE's Program Certification process.

State Strategies To Promote Program Improvement

California uses a variety of strategies to promote improvement in local programs. Chief among these strategies is an extensive array of professional development activities for both academic and vocational education faculty and administrators. State staff conduct a variety of meetings, workshops, advisory committees, and conferences for subject area teachers. They are also active participants at state and regional conferences. Particularly during the first three years of the new Perkins Act, extensive in-service was conducted on academic integration, interdisciplinary curriculum development, and curriculum development related to industry skill standards.

Extensive technical assistance is provided to eligible recipients through site visits, ad hoc field committees, subject area associations, and regional meetings. Mailings, fax newsletters, and both electronic and written materials are used to maintain positive communication with local program providers. These communications are most often used to inform and clarify program improvement requirements.

The California Community Colleges use a variety of leadership projects to assist eligible recipients, in program improvement efforts, particularly in curriculum development, professional development, and program assessment and accountability. Other efforts by both secondary and postsecondary agencies involve the use of field practitioners, including members of the State Committee of Practitioners and other technical committees, to make presentations.

Many secondary and ROC/P recipients of federal funds have participated voluntarily in CDE's Program Certification process. In the past two years, the Department of Education has piloted a "blended" process in which districts may participate in Program Certification as part of the site's formal accreditation review.

During the 1993-94 school year, the state developed a program of technical assistance and program improvement to help districts that require corrective action plans to enhance their performance.

SECTION VI: SINGLE PARENTS, DISPLACED HOMEMAKERS, SINGLE PREGNANT WOMEN, SEX EQUITY SUMMARY

Planned Use Of 1994-96 Funds For Single Parents, Displaced Homemakers, And Single Pregnant Women And Sex Equity Projects

- Projects will be funded to prepare members of these target groups for careers in fields such as environmental technicians, aviation, CAD/CAM, construction trades, and engineering occupations. Special consideration will be given to programs and agencies located in areas that are economically disadvantaged.
- Secondary LEA projects will be funded to serve adult women who are displaced homemakers or single parents.
- Postsecondary projects will serve adult women who are displaced homemakers or single parents and will provide support services to assist participants in completing their vocational training.
- Programs will target high-demand non-traditional occupations including careers and positions in fields such as environmental technology, aviation, health, entrepreneurship, computing, engineering, biotechnology, and construction trades.
- Projects will target single parents, displaced homemakers, and single pregnant women.
- Staff development and technical assistance projects will be funded.
- Programs that serve single pregnant teens and parenting teens will be funded on a competitive grant basis.
- Funds will be targeted to assist single pregnant teens and parenting teens to pursue careers in agriculture, health careers, industrial technology, and business.
- Regional meetings will be conducted by CDE and COCCC in cooperation with the Department of Social Services to identify ways to provide child care, transportation, and textbook assistance to single parents in California.
- Local plan applications will provide local assurances of targeted sex equity programs. Local plans will be reviewed by staff to ensure the needs of women and men for training in nontraditional jobs are met.

Using 1994-96 Funds For Men & Women In Nontraditional Occupations

- Funds will be earmarked to assist females pursuing careers in aviation technology and as airline mechanics.

- Regional workshops on nontraditional employment for women will be conducted jointly with JTPA.

- Funding has been targeted for local recipients to participate in special competitive grant programs designed to assist males seeking nontraditional careers.

- Funding is planned to support MECCA projects for females seeking careers in environmental technology, aviation, engineering, construction, computing, drafting, and architecture.

- Projects will be funded that build math/science confidence for single parents, displaced homemakers, and single pregnant women enrolled in vocational training programs.

- Funding will be targeted for professional development.

SECTION VI
SINGLE PARENTS, DISPLACED HOMEMAKERS, SINGLE PREGNANT WOMEN, SEX EQUITY SUMMARY

PLANNED USE OF FUNDS FOR SINGLE PARENTS,
DISPLACED HOMEMAKERS, SINGLE PREGNANT WOMEN 6.1
PLAN TO PROVIDE TRAINING IN NONTRADITIONAL OCCUPATIONS 6.7
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PLANNED USE OF FUNDS FOR SINGLE PARENTS, DISPLACED HOMEMAKERS, SINGLE PREGNANT WOMEN

SECONDARY

403.32(a)(8)(i)
403.32(a)(8)(ii)
113(b)(11)

Planned Expenditures	**1994-95**	**1995-96**
Professional Development	$ 260,049	$ 260,049
Curriculum Development	130,050	130,050
Advisory Committee/Linkages	250,000	250,000
Assessment/Data Collection	120,000	120,000
Technology/Tech Prep	200,000	200,000
Technical Assistance	425,000	425,000
Resource Dissemination/Research	150,000	150,000
Guidance and Counseling (Local Projects)	1,920,000	1,920,000
Totals	**$3,455,099**	**$3,455,099**

State Priorities To Be Addressed

1. Integration and sequencing of academic and vocational education curriculum.
2. Curriculum and program strategies reflecting workplace needs.
3. Instructional and support services responsive to the needs of students who are members of special populations.

Goals

1. Increase occupationally specific training in new and emerging technical career fields.
2. Improve support services (e.g. child care, transportation, counseling, and instructional materials) to single parents, displaced homemakers, and single pregnant women pursuing vocational education programs.
3. Increase opportunities for women in correctional institutions and other single parents, displaced homemakers, and single pregnant women to attain marketable skills.

4. Improve data collection, professional development, and technical assistance to local educational agencies providing services to single parents, teen parents, displaced homemakers, and single pregnant women.
5. Strengthen linkages between secondary and postsecondary projects that serve these populations.

Activities

1. Provide professional development activities on comprehensive services for adult and teen single parents, displaced homemakers, and single pregnant women by cooperative agreements with Private Industry Councils, the Department of Social Services, and the Housing and Urban Development Department.
2. Develop instructional materials to assist single parents, displaced homemakers, and single pregnant women to overcome internal and external barriers that limit their access to nontraditional and high-wage occupations.
3. Utilize advisory committees to recommend criteria for funding projects and curricula for single parents, displaced homemakers, and single pregnant women.
4. Develop linkages with minority and women owned businesses and organizations that will provide mentors and work experiences for single parents, displaced homemakers, and single pregnant women.
5. Gather, analyze, and disseminate data on single parents, displaced homemakers and single pregnant women who are being served by vocational education.
6. Fund projects that enroll single parents, displaced homemakers and single pregnant women into high-wage or new and emerging occupations, such as environmental technician, entrepreneurship, CAD/CAM, aviation, engineering, construction, biotechnology, and health careers.
7. Disseminate resources to local educational agencies, community-based organizations, and community colleges on issues and effective methods of serving these populations.
8. Provide funds to local educational agencies for teen parents who enroll in vocational education programs.

9. Provide funds to local educational agencies for adult single parents, displaced homemakers, and single pregnant women.
10. Conduct technical assistance activities and monitor projects funded under this section of the Act.

Rationale

1. Because of limited improvement in access and retention of single parents, displaced homemakers, and single pregnant women, funds will be directed to projects which address this problem and document results.
2. To improve the efficiency and effectiveness of the use of federal funds for special grants, appropriate staff development and assessment activities will be instituted.

Expected Outcomes

1. Increased awareness of vocational education personnel to the special needs of single parents, displaced homemakers, and single pregnant women.
2. Increased numbers of single parents, displaced homemakers, and single pregnant women who successfully enter gainful employment and/or transition to the next level of vocational training/education.
3. Increased numbers of single parents, displaced homemakers, and single pregnant women who receive basic support services.

POSTSECONDARY

Planned Expenditures	**1994-95**	**1995-96**
Professional Development	$ 481,851	$ 481,851
Curriculum Development	321,234	321,234
Coordination and Data Collection	70,000	70,000
Direct Services to Students	2,409,259	2,409,259
Technical Assistance	172,755	172,755
Totals	**$3,455,099**	**$3,455,099**

State Priorities To Be Addressed

1. Integration and sequencing of academic and vocational education curriculum.
2. Curriculum and program strategies reflecting workplace needs.
3. Instructional and support services responsive to the needs of students who are members of special populations.

Goals

1. Increase enrollment of single parents and displaced homemakers in vocational programs and provide support services to enable these students to participate in and successfully complete vocational programs which lead to gainful employment and/or transition to the next level of vocational education.
2. Create linkages between secondary and postsecondary vocational education programs.
3. Increase enrollment and improve retention of women and single parents and displaced homemakers in vocational education programs.
4. Enable students to participate and successfully complete their vocational education programs.
5. Increase math and science skills of women in vocational and technical programs.
6. Improve support services, guidance, and counseling for women, single parents, and displaced homemakers.

Activities

1. Projects funded under this category include:

    a) Programs, such as New Horizons, that expand the education and employment of single parents and displaced homemakers, especially economically disadvantaged and minority women.

    b) Provide training and support services, via programs such as LINKS, to single parents, displaced homemakers, and single pregnant women who are seeking employment in high-wage or new and emerging occupations.

    c) Fund programs designed to provide education and employment services to severely economically disadvantaged, incarcerated, and single parents who are preparing for release to enable them to transition successfully into society as productive citizens.

    d) Activities designed to provide child care, transportation, guidance and counseling, education, and job skill training to expand employment of single parents, displaced homemakers, and single pregnant women.

2. Postsecondary LEA projects will be funded to serve adult women who are displaced homemakers or single parents. These projects will target high-demand nontraditional occupations such as environmental technology, aviation, health careers, entrepreneurship, computer technology, engineering, biotechnology, and construction careers.

3. Projects will be funded that assist minority single parents, displaced homemakers, and single pregnant women. Providing mentors and business resources to local projects will be emphasized.

4. Funds will be targeted to assist agencies that serve single pregnant women and parenting women enrolling in such programs as agriculture, health careers, industrial technology, business education, and fields in emerging technologies.

5. Conferences will be held featuring several State agencies and the resources available to address the child care, transportation, and textbook assistance needs of single parents.

6. Professional and curriculum development activities that cover such topics as strategies to increase access and retention in vocational education programs, serving the special needs of single parents, displaced homemakers, and single pregnant women, providing support services to target students, and related issues will be supported.

Rationale

1. The needs assessment indicated limited improvement in access and retention of single parents, displaced homemakers, and single pregnant women. Thus, funds will be directed to increase projects to address this problem.

2. To improve the efficiency and effectiveness of the use of federal funds for special grants, appropriate staff development activities will be instituted.

3. Because of the special problems of single parents, displaced homemakers, and single pregnant women, it is essential that appropriate instructional strategies are developed to accompany new integrated curricula and teaching methodologies.

Expected Outcomes

1. Increased awareness of vocational education personnel to the special needs of single parents, displaced homemakers, and single pregnant women.

2. Increased number of single parents, displaced homemakers, and single pregnant women who successfully enter gainful employment and/or transition to the next level of vocational training/education.

3. A greater number of single parents, displaced homemakers, and single pregnant women will receive basic support services than in previous years.

4. Increased number of single parents, displaced homemakers, and single pregnant women who successfully transition to high-demand, nontraditional, or emerging technology careers.

5. COCCC and CDE will continue to improve programmatic collaboration through the joint funding or administration of programs for single parents, displaced homemakers, and single pregnant women.

PLAN TO PROVIDE TRAINING IN NONTRADITIONAL OCCUPATIONS

403.32(a)(9)
113(b)(12)

The state will furnish relevant training and vocational education activities to men and women who desire to enter occupations that are not traditionally associated with their sex. The strategy of the state in delivery of this goal has been to:

1. Promote awareness of nontraditional occupations to all segments of the population, including Europeans, African Americans, Native Americans, Hispanics, Asians, Middle Easterners and immigrants.

2. Provide broad-based awareness activities to all geographic areas of the state through a program of grants at the secondary level.

3. Increase articulation of funded projects with comparable programs at the postsecondary level.

California will foster a more concerted effort in 1994-95 and 1995-96 by requiring teen parent programs to link with activities that are nontraditional to their sex and by requiring adult single parent/ homemaker programs to link with targeted nontraditional programs. The state will emphasize new and emerging occupations such as environmental technician programs in its delivery of services. Aviation careers for women will be emphasized due to the coming shortage of airline mechanics.

Collaboration between JTPA and vocational education on nontraditional careers for women will be expanded via participation of PICs, vocational educators, and social service eligibility workers.

Males seeking nontraditional careers will be served though special grants that will be awarded on a competitive basis.

The state will provide curriculum and resource materials to all secondary and postsecondary agencies with dissemination at statewide vocational conferences. Curriculum development will target infusion of gender equity into the vocational education curriculum.

Projects for secondary females seeking careers in the following fields will be funded: environmental technician, aviation, engineering, construction, computers, drafting, and architecture. The California Department of Education will fund projects that provide hands-on experiences for females seeking nontraditional careers.

The Chancellor's Office California Community Colleges (COCCC) will fund 45 Links projects (building math/science confidence) that will articulate with the secondary programs and will provide support to postsecondary women in nontraditional programs.

The state will provide training for instructors of mathematics, science, and industrial technology teachers and apprenticeship instructors.

MALE AND FEMALE ENROLLMENTS IN TRADITIONALLY SINGLE-SEX PROGRAMS

Average Annual Data: 1991-92 and 1992-93

Secondary

Female Dominated Programs

Male Enrollment	3,088
Female Enrollment	36,782

Male Dominated Programs

Female Enrollment	25,723
Male Enrollment	186,102

Postsecondary

Female Dominated Programs

Male Enrollment	24,875
Female Enrollment	*236,312

Male Dominated Programs

Female Enrollment	17,475
Male Enrollment	*166,012

**Female enrollment in female dominated programs and male enrollment in male dominated programs at the community college level are projections based on historical averages and similar enrollment ratios across segments.*

NONTRADITIONAL STUDENT ENROLLMENTS, SECONDARY SCHOOL DATA 1992-93

FEMALE DOMINATED PROGRAMS	**MALE ENROLLMENT**	**FEMALE ENROLLMENT**	**TOTAL ENROLLMENT**
Business Education--Marketing			
Advertising Services	8	59	67
Apparel and Accessories	1	29	30
Real Estate Marketing	1	0	1
Recreation and Travel	18	53	71
SUBTOTAL	**28**	**141**	**169**
Consumer and Homemaking			
Introductory Child Growth & Development	1,775	11,364	13,139
Advanced Child Growth & Development	686	3,533	4,219
Introductory Clothing and Textiles	1,075	10,259	11,334
Advanced Clothing and Textiles	137	1,856	1,993
Introductory Housing & Home Furnishings	191	1,860	2,051
Advanced Housing and Home Furnishings	68	393	461
SUBTOTAL	**3,932**	**29,265**	**33,197**
Health Careers			
Dental Assistant	19	73	92
Hospital/Community Health Services			
Nursing Core	14	224	238
Home Health Aide	18	61	79
Nurse Assistant- Long Term Care	0	112	112
Nurse Assistant (+300 hours)	8	48	56
Nurse Assistant/Home Health Aide	0	53	53
SUBTOTAL	**166**	**927**	**1,093**
Home Economics Related			
Child Care & Guidance, Mgmt. & Services	747	4,578	5,325
Clothing, Apparel, Textiles Mgmt. Production	252	1,695	1,947
Residential & Commercial Furnishings Mgmt.	39	176	215
SUBTOTAL	**1,038**	**6,449**	**7,487**
TOTAL OF FEMALE-DOMINATED PROGRAMS	**3,088**	**36,872**	**39,870**

NONTRADITIONAL STUDENT ENROLLMENTS, SECONDARY SCHOOL DATA 1992-93 (Continued)

MALE-DOMINATED PROGRAMS	MALE ENROLLMENT	FEMALE ENROLLMENT	TOTAL ENROLLMENT
Industrial & Technology			
Sheet Metal	806	31	837
Welding: Combination	2,749	66	2,815
Welding: Electric	176	9	185
Welding: Gas	289	7	296
Welding: Specialized Program	134	13	147
Other Manufacturing Technology Course	2,112	316	2,428
Intro to Power, Energy, & Transportation	3,105	404	3,509
Automotives	20,463	1,855	22,318
Aircraft Mechanics, Combination	280	30	310
Auto Body Repair & Finishing	647	16	663
Automotive Mechanics	14,395	1,231	15,626
Diesel Equipment Mechanics	128	9	137
Heavy Equipment Maintenance & Repair	18	0	18
Small Engine Repair	2,183	65	2,248
Truck & Bus Driving	32	0	32
Automotive Body Repair	60	3	63
Automotive Painting & Refinishing	37	5	42
Automatic Transmission/Transaxle	64	0	64
Transmission/Drive Trains, Combinations	10	2	12
Brakes	42	2	44
Suspension & Steering	15	0	15
Brakes/Suspension & Steering, Combination	89	0	89
Engine Performance (Incl Emission Control)	65	1	66
Electrical Systems	101	16	117
Engine Performance/Elec. Syst., Combination	36	0	36
Engine Repair	173	4	177
Engine Performance/Engine Repair, Comb.	209	4	213
Automotive Specialty, Other Combinations	1,498	97	1,595
Other Power, Energy, & Transportation Course	303	46	349
Drafting Occupations	16,760	3,413	20,173
Architectural Drafting	6,889	1,310	8,199
Civil/Structural Drafting	255	36	291
Computer Aided Drafting	2,663	409	3,072
Electrical/Electronic Drafting	30	3	33
Mechanical Drafting	10,503	1,768	12,271
Technical Illustration	300	42	342
Other Visual Communications/Drafting	2,093	386	2,479
Introduction to Construction	8,443	1,753	10,196
Residential & Commercial Construction	173	29	202
Boat Building	57	6	63
Brick, Block, & Stone Masonry	219	31	250
Building Mechanical	150	3	163
Carpentry	1,556	89	1,645
Cooling & Refrigeration	18	3	21
Electrician	61	2	63
Furniture Making	582	32	614
Millwork & Cabinet Making	1,392	184	1,576
Pipefitting & Steamfitting	27	0	27
Structural & Reinforcement Metalwork	131	4	135
Upholstering	198	22	220
Woodworking	42,568	5,634	48,202
Other Construction Technology Courses	3,859	1,074	4,933

NONTRADITIONAL STUDENT ENROLLMENTS, SECONDARY SCHOOL DATA 1992-93 (Continued)

MALE-DOMINATED PROGRAMS	MALE ENROLLMENT	FEMALE ENROLLMENT	TOTAL ENROLLMENT
Industrial & Technology (continued)			
Introduction to Electronics Technology	7.382	961	8.343
Avionics	27	1	28
Computer Electronics	299	49	348
Electronic Consumer Products Services	45	2	47
Electronics Technology	1.974	159	2.133
Industrial Electronics	80	2	82
Major Appliances Repair	28	0	28
Small Appliances Repair	28	0	28
Electronics Assembly Occupations	28	1	29
Manufacturing/Materials Processing	6.644	1.068	7.712
Computer Numerical Control	81	4	85
Foundry	29	0	29
Machine Tool Operation/Machine Shop	2.227	91	2.318
Metal Fabrication	4.778	130	4.908
Metallurgy	77	1	78
Robotics	27	1	28
Cosmetology	13	489	502
Manicuring & Pedicuring	3	239	242
Firefighting	18	5	23
Manufacturing Technology (Metal Shop)	4.563	1.314	5.877
Power, Energy, & Transportation (Auto Shop)	1.197	201	1.398
Applied Communication	99	31	130
SUBTOTAL	**178,793**	**25,224**	**204,017**
Agriculture			
Mechanics & Engineering Technology	7.309	499	7.808
SUBTOTAL	**7,309**	**499**	**7,808**
TOTAL OF MALE-DOMINATED PROGRAM ENROLLMENTS	**186,102**	**25,723**	**211,825**
TOTAL NONTRADITIONAL STUDENT ENROLLMENTS	**3,088**	**24,995**	**28,083**

ADMINISTRATION OF SEX EQUITY

403.180(b)(4)(i)
102(a)(4)(A)

The State Board has designated one full-time professional staff member within the California Department of Education as the State's sex equity administrator. No less than $60,000 will be spent in support of this position. The sex equity administrator will administer the program of vocational education for sex equity and single parents/homemakers and in accordance with the provisions of Section 111(b)(1)(A-L) described in Sections 221, 222, and 223; develop an annual plan for sex equity and single parent/homemaker funds; and manage the distribution of all funds pursuant to Section 223.

In addition, the Chancellor's Office of the California Community Colleges will employ a staff person to assist the State's sex equity administrator with the implementation of Sections 221, 222, and 223 within the community college system.

PLANNED USE OF FUNDS FOR SEX EQUITY/ GENDER EQUITY

SECONDARY

403.32(a)(10)
113(b)(15)
403.91(a-c)
222

Planned Expenditures	**1994-95**	**1995-96**
Professional Development	$ 312,000	$ 312,000
Curriculum Development	100,000	100,000
Advisory Committees/Linkages	30,000	30,000
Assessment/Data Collection	50,000	50,000
Student Leadership	290,000	290,000
Technology/Tech Prep/Construction	275,000	275,000
Technical Assistance	100,550	100,550
Resource Dissemination/Research	20,000	20,000
Guidance and Counseling (Local Projects)	550,000	550,000
Totals	**$1,727,550**	**$1,727,550**

State Priorities To Be Addressed

1. Integration and sequencing of academic and vocational education curriculum.
2. Curriculum and program strategies reflecting workplace needs.
3. Instructional and support services responsive to the needs of students who are members of special populations.

Goals

1. Increase gender balanced enrollment in, and completion of, vocational education programs as well as placement in nontraditional careers.
2. Expand linkages between secondary and postsecondary sex equity programs in vocational education.
3. Contribute to the integration of academic and vocational education by developing sex equity components for inclusion in integration efforts, especially in the subjects of history-social studies, mathematics, and science.
4. Provide instructional materials that promote awareness of nontraditional occupations to culturally diverse segments of the population and foster critical thinking, problem solving, and leadership skills.

5. Increase sex equity data collection, technical assistance, curriculum development, and professional development to local educational agencies.

Activities

1. Provide professional development activities that will assist mathematics, science, and industrial technology teachers in their efforts to increase the number of females entering nontraditional and high-wage occupations.
2. Provide professional development activities that will encourage teachers to have higher expectations of female and minority students.
3. Develop curriculum materials that will address the internal and external barriers that prevent females and males from diverse populations from selecting careers nontraditional to their gender.
4. Utilize advisory committees to recommend priorities for funding sex equity projects.
5. Collect, analyze, and disseminate data on females and males in nontraditional programs and services.
6. Provide activities to assist diverse student populations to select career paths, particularly related to agriculture education.
7. Fund projects that bring mathematics, science, and industrial education teachers together to provide hands-on activities for females seeking nontraditional careers.
8. Fund at least one project that will introduce and prepare females for all aspects of the aviation industry.
9. Collect and disseminate resource materials; and conduct research and evaluation activities for secondary local education agencies.
10. Provide curriculum materials to assist students in selecting nontraditional careers.
11. Encourage females, ages 14-25, to become self-sufficient through financial planning and entrepreneurship. Provide activities that encourage enrollments in nontraditional programs.

12. Provide technical assistance to local educational agencies that receive funds from this section of the Perkins Act.

Rationale

1. It is a state and national priority to increase linkages and coordination between secondary and postsecondary educational programs.
2. Staff development and teacher training activities were identified in the needs assessment as requested assistance by staff and faculty.
3. The needs assessment identified the need for increased resources and attention directed at guidance and support services for females.
4. The gender equity needs of the State's increasingly diverse population necessitate development of non-biased curriculum targeted to ethnic minority populations.
5. Additional resources and attention will be required in the areas of providing females access to nontraditional fields and occupations as well as careers in emerging technologies.

Expected Outcomes

1. There will be increased linkages between secondary and postsecondary education.
2. There will be increased student work attainment and job placements as a result of inservice training programs for targeted program directors and the availability of more workplace relevant curricula.
3. More students will receive assistance in selecting career paths.
4. Improved and more relevant instructional materials will be available as a result of integrated curriculum development by mathematics, science, and industrial and technology teachers.
5. There will be an increased number of females and targeted students who pursue nontraditional careers and careers in emerging technologies.

POSTSECONDARY

403.32(a)(10)
113(b)(15)

Planned Expenditures	**1994-95**	**1995-96**
Professional Development	$ 220,675	$ 220,675
Curriculum Development	147,117	147,117
Coordination & Data Collection	170,000	170,000
Direct Services to Students	1,103,380	1,103,380
Technical Assistance	86,377	86,377
Totals	**$1,727,549**	**$1,727,549**

State Priorities To Be Addressed

1. Integration and sequencing of academic and vocational education curriculum.
2. Curriculum and program strategies reflecting workplace needs.
3. Instructional and support services responsive to the needs of students who are members of special populations.

Goals

1. Improve equity within vocational education by increasing enrollment in nontraditional vocational programs for both genders in all ethnic and racial groups.
2. Increase enrollment and improve retention of women in mathematics, science and technology.
3. Provide training for faculty and staff.
4. Expand vocational education programs to out-of-school youth and adults.
5. Recruit and support women in the trades.
6. Provide coordination with JTPA service delivery areas.
7. Promote gender balance in vocational education.

Activities

1. LINKS: Provide training and support services, via programs such as LINKS, to single parents, single pregnant women, and displaced homemakers who are seeking employment in high-wage or new and emerging occupations.

2. Step-up: Programs designed to recruit and support women pursuing careers in construction trades and technology.

3. Gender balance: Programs to recruit and support students' vocational programs where their gender is under-represented (less than 25%). Vocational disciplines include Agriculture and Natural Resources, Business Education, Environmental Technologies, Health Occupations, Consumer Home Economics, Public Safety, and Cooperative Work Experience.

4. Integration of academic and vocational competencies in the workplace.

Rationale

1. Professional development and curriculum development activities are needed to integrate academic and vocational competencies in the workplace to enable persons to succeed in programs where their gender is under-represented.

2. Women lack confidence in mathematics, science, and technology, including manufacturing (CAD/CAM), construction trades, and other careers where their gender is under-represented.

3. Implement measures and standards for this population.

Expected Outcomes

1. Increase in marketable skills and self-confidence for women.

2. To increase employment in nontraditional careers.

3. Greater sensitivity to gender concerns.

4. Increased participation of women in trades.

5. Increased vocational and academic competencies in the workplace as required for job performance and upward mobility, particularly for nontraditional careers.

6. Elimination of sex bias and sex stereotyping.

SECTION VII: PLANNING SUMMARY

Identifying And Assessing High Unemployment Areas

- Special runs by the State Employment Development Department Data provided a county-by-county three-year historical review of seasonally adjusted unemployment data. Unemployment tables for each of California's 58 counties are presented.

- California was particularly impacted by defense downsizing, base closures, the downturn of aerospace, and the computer technology slump. Economists project that the state will lag about two years behind the national recovery projected for 1997-98. Unemployment ranges from a 5.2% unemployment rate in Marin County to a 25.5% unemployment rate in Imperial County.

Planned Use Of Funds And Funding Splits Proposed For 1994-96

- The California Department of Education and the Chancellor's Office of the California Community Colleges join in undertaking vocational education programs assisted by Perkins Act funding.

- For planning purposes, California projects 1994-95 Perkins Act support in the amount of $114,222,848 and level funding for 1995-96 in this same amount of $114,222,848.

- For each year, California anticipates the following split of funds: Secondary shall utilize $66,477,650 (or 58.2%) and postsecondary shall utilize $47,745,198 (or 41.8% of total funds).

- The State projects the following *annual* funding breakout:

$ 4,935,856	State Administration
8,390,955	State Leadership
6,910,198	Single Parent, Displaced Homemaker
3,455,099	Elimination Of Sex Bias And For Sex Equity
987,171	Corrections Education Under Title IIB(2)
74,037,835	Title IIC Secondary, Postsecondary, Adult Ed., ROC/P
1,206,944	Community Based Organizations
3,438,439	Consumer And Homemaking Education
10,860,351	Technical preparation education

❖ In operationalizing state leadership programs, both secondary and postsecondary agencies will focus on the following general activity categories that will promote addressing the three overarching statewide vocational education priorities detailed elsewhere:

- professional development
- curriculum development
- advisory committees and program linkages
- assessment and data collection
- student leadership
- technology and technical preparation

❖ Each subject area within CDE and COCCC has proposed and presented *detailed, quantified, comprehensive activities and goals* to be supported by state leadership resources. These activities and goals directly link to the three statewide needs priorities. Targeted annual funding for each of these subject areas are as follows:

Program/Subject Area:	**CDE:**	**COCCC:**
Agriculture Education	$884,314	$224,500
Business/Marketing Education	884,314	512,500
Health Careers Education	484,314	512,500
Home Economics Education	484,314	219,000
Industrial & Technology Ed.	884,314	639,490
Public Safety	n/a	312,500
Additional Professional Dev.	19,219	410,000
Additional Curriculum Dev.	19,130	503,500
Additional Committees/Linkages	n/a	485,000
Assessment/Data Collection	405,589	87,000
Technical Assistance	213,969	205,578

❖ Comprehensive activity reviews for 1990-91, 1991-92, 1992-93, and 1993-94 (projected) have been prepared by each program receiving Perkins Act support, at both secondary and postsecondary levels. Progress summaries are presented for the following programs:

Business
Health Careers
Home Economics-IIC
Guidance and Counseling
Agricultural Education
Sex Equity
Coop. Work Experience
Corrections - Adult
Tech Preparation
Work Experience
Industrial and Technology Ed.
Home Economics-IIIB
California Youth Authority
Special Populations
Community Based Organizations
Consumer Home Economics
Gender Equity
Public Safety

SECTION VII

PLANNING

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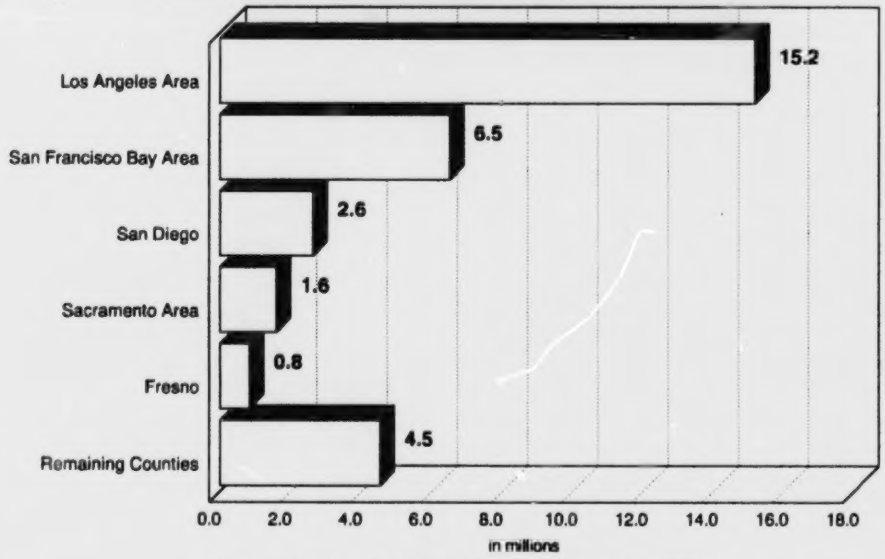
STATE ASSESSMENT OF HIGH UNEMPLOYMENT AREAS

403.32(a)(11)
113(b)(16)

The State of California Employment Development Department provides monthly labor market analyses of every statistical reporting area in the state. This detailed report profiles the labor market needs in each region. This specific information is used by LEAs to develop and modify their vocational training programs as well as to develop new ones to meet market demands and industry standards.

The California Trade and Commerce Agency also provides statewide analysis of the labor force including unemployment rates and the status of California industries. This information is used to target high unemployment areas as well as growing industries. The following excerpts on labor and California industries are from "California: An Economic Profile" produced by this agency.

Table 7.1
California Major Metropolitan Areas
Population 1992



Source: California Trade & Commerce Agency, 1993

The California labor force increased rapidly in the 1970s and 1980s During the 1970s, the economy was unable to absorb all these new workers with the result that the California unemployment rate was consistently higher than the U.S. rate. However, as California emerged from the 1980-82 recession, employment grew rapidly, fueled by increasing defense spending and booming construction markets. The

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unemployment rate dropped sharply, falling below the U.S. unemployment rate in 1986.

California was hit harder than the rest of the U.S. by the recent recession. Total employment fell slightly, but the labor force continued to grow. As a result, the unemployment rate increased sharply, reaching 9.1 percent in 1992.

Unemployment rates are consistently higher in California's rural counties than in the major metropolitan areas. The agricultural counties typically have the highest unemployment rates. A high proportion of jobs in these areas are seasonal jobs at farms, packing houses, and food processing plants. Many residents are without work for much of the year.

Unemployment also tends to be high in the northern counties. The main industries in these areas--lumber and tourism--are also seasonal. Unemployment is generally higher in the more remote counties and lower in less isolated areas. The central Sierra counties, within easy reach of the San Francisco Bay Area and Sacramento, have lower unemployment rates than most other rural counties.

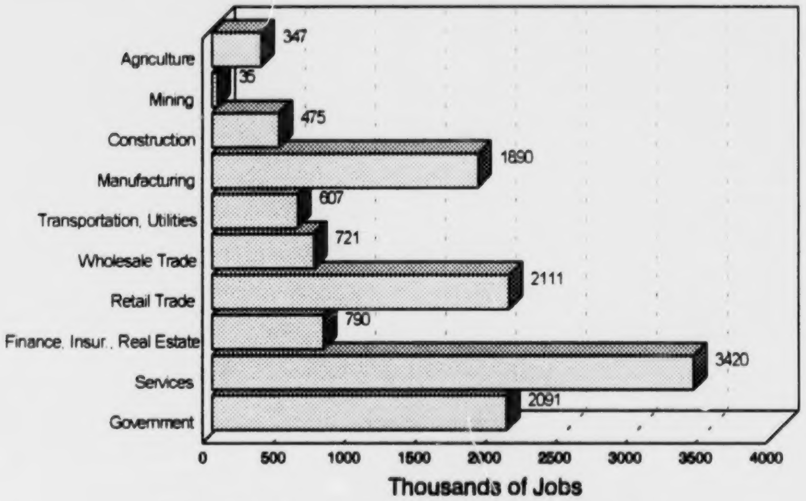
Unemployment rates in the Los Angeles area are generally higher than in California's other major metropolitan areas. Los Angeles has fared less well than the rest of the state in the recent economic downturn as a result of cuts in defense spending. Unemployment rates are lowest in the San Francisco Bay area, where the high technology industries are not as dependent on defense spending.

(Table 7.3 provides the 58 counties' unemployment rates for 1990 through 1992. Table 7.4 demonstrates the growing unemployment rate in aggregate format for this same reporting period.)

California's economy is based on a broad range of industries, ranging from spacecraft production to fashion design. As in any modern economy, the base industries--that is, industries which create income by producing products or services used outside the state--account for a small proportion of California jobs. The majority of jobs are in industries serving other businesses and consumers. For example, California now has more jobs in health care than electronics and aerospace combined and more jobs in retail trade than in the entire manufacturing sector. Table 7.2 provides an overview of these major job sectors.

Consistent with national trends, these other industries have grown faster than the base industries, particularly in the expansion of the 1980s. However, the base industries are of crucial importance, because the entire economy is supported by them.

Table 7.2
California Major Job Sectors
1992



Source: California Trade & Commerce Agency, 1993

Manufacturing

About 15 percent of California jobs are in manufacturing. The largest manufacturing industries are generally those related to electronics and aerospace. Industries making computers, electronic components, and other electronic products accounted for over 20 percent of the state's manufacturing jobs in 1992. California's electronics industry is closely related to aerospace. Over one quarter of California electronics jobs are in production of navigation equipment and other instruments for aerospace use.

Despite the importance of the new high technology industries, California has a large number of jobs in the older, more established industries. Heavy industries, such as chemicals, primary metals, and oil refining are well represented. The metalworking industries are a significant part of the economy. Manufacturers of metal stampings, hardware, sheet metal work, and other basic fabricated metal products provide 116,000 jobs. The industrial machinery group, which includes manufacturers of machine tools, pumps, engines, and other industrial machinery, provides 100,000 jobs.

Food processing is of major importance, providing 180,000 jobs. About one third of these jobs are in bakeries, dairies and other businesses serving the California population, but most of the remainder form part of California's economic base by processing California agricultural products for sale in other states and other countries.

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Construction

California's construction sector grew explosively with the building boom of the 1980s. California construction jobs grew by 31 percent between 1980 and 1990. In the rest of the U.S., construction jobs grew by only 16 percent in the 1980s. With the recent construction slowdown, the sector has lost jobs rapidly--California construction jobs are now at the level that they were in the mid-1980s.

Services

The service industry is by far the largest sector of the economy, providing over one quarter of all jobs in the state. This sector covers activities ranging from health care to dry cleaning. For a variety of reasons, the services sector has grown rapidly in recent years.

Health care is the largest industry group in services. Jobs have increased steadily in recent years as the demand for health care has grown. The proportion of young children and older people in the population has increased and progress in medical science has made many advanced procedures available for general use.

Jobs in the business services and business professions groups grew very rapidly in the 1980s, largely as a result of changing business practices. Many businesses began using outside firms for services formerly provided by their own staff. For example, instead of having security guards on their own payroll, as they once tended to do, most large manufacturers now contract with outside security firms. Many smaller businesses now use payroll service firms to prepare their paychecks and handle tax withholding. This trend tends to increase services jobs and decrease manufacturing jobs without necessarily reducing the number of manufacturing production workers.

The services sector also includes film and video production. The California film industry added jobs rapidly in the 1980s, driven by a strong demand for productions of all kinds.

Other Sectors

Finance

The Finance, Insurance and Real Estate sector added jobs steadily in the 1980s. Growth was fueled by the construction boom and deregulation of the financial services industry. Jobs in real estate grew by 50 percent between 1980 and 1990. Recently, the sector has lost jobs because of slow real estate markets and mergers by banks and savings and loan institutions.

Trade

The trade sector also grew in the 1980s, although not as rapidly as the services and financial sectors. A significant part of growth in trade jobs was in restaurants, fast food outlets, and other eating and drinking establishments.

Mining

California's mining sector is relatively small, with 35,000 jobs. Nearly 80 percent of California mining jobs are in oil and gas extraction. Most of the remainder are in stone quarries and sand and gravel operations. However, gold mining still provides 1,800 jobs in California.

Government

Government accounts for just over 2 million jobs in California. Sixteen percent of these jobs are with the federal government. These jobs are fairly evenly divided between the military, the U.S. Postal Service, and general Federal government.

About 900,000 jobs--half of state and local government jobs--are in education. Seventy percent of these jobs are with public schools and the remainder are with public universities and colleges. Jobs in public schools have steadily grown in recent years as enrollments have increased.

Major Industries

Aerospace

The aerospace industry--a major part of California's economic base since World War II--includes manufacturers of aircraft, missiles, and electronic instruments for aerospace use, such as radar equipment, missile guidance systems, and navigation equipment. In 1992, California aerospace employment averaged 275,000, nearly 30 percent of the U.S. total. California had 40 percent of the nation's jobs in missile and spacecraft production.

The industry has lost jobs steadily over the last few years as a result of cuts in defense spending. These losses have had far-reaching effects on the California economy, because aerospace is an important source of well-paid jobs and is an extensive buyer of supplies and components from other California industries. The Los Angeles area has been hit particularly hard. Nearly three quarters of California aerospace jobs are in Los Angeles and Orange Counties.

However, this is not the first time that aerospace firms have had to tighten their belts. Production expanded and contracted with the Korean War, the Vietnam War, and the arms buildup of the 1980s. Aerospace firms are now increasing their emphasis on civilian markets.

The demand for some aerospace products is expected to increase. As access to space becomes more affordable, small companies and universities, which had previously considered space research prohibitively expensive, may develop new space-based applications. The market for commercial satellite launch services is expected to grow rapidly, increasing the demand for small launch vehicles.

Computers And Electronics

California's computer and electronics industry grew rapidly in the 1970s and 1980s. Advancing technology created demand for products such as personal computers, integrated circuits, and advanced medical equipment. The industry took root in California, because much of the basic research in electronics was done at California universities. As the industry became established, it created a skilled workforce, attracting more firms to the state.

In the mid to late 1980s, the industry began to lose jobs gradually. However, these job losses must be set against continuing productivity gains in this fast-changing industry. California electronics firms are producing evermore powerful computers, chips, and other products with fewer production workers. Moreover, many California firms have grown into international businesses and are locating manufacturing plants throughout the world.

Apparel

California's apparel industry is a major success story. It is an important, but often overlooked contributor to the state's economy. San Francisco and Los Angeles are the largest centers for apparel manufacturing outside New York City. The largest apparel wholesale market in the world is the 3 million square foot California Mart in Los Angeles.

Growth in the industry has been driven by the popularity of California designed fashion sportswear. Los Angeles has become a major center for fashion design, particularly the design of garments reflecting southern California's sunny, casual life-style. Trends change quickly, production runs are small, and new designs must reach retailers without delay. As a result, design houses usually turn to local jobbers for production.

California apparel jobs have grown steadily with the success of the industry. Jobs increased by 25 percent in the 1980s--a time when the rest of the U.S. lost apparel jobs--and have even continued to grow in the current recession.

Film Production

Hollywood is the world's leading center for film production. California became a force in the film industry soon after the major studios moved to Hollywood in the 1920s. California has maintained its leadership as the industry broadened its markets, first expanding into production for television and later producing for the fast-growing cable TV and video markets.

California film and video production was an estimated $7.9 billion in 1991. Growth in the industry has been impressive. Even when adjusted for inflation, California film production in 1991 was well over double its level ten years earlier.

The film industry includes a wide variety of businesses, ranging from major studios with several thousand employees to small firms providing services such as post-production work. Total employment in the industry was 90,000 in 1992. Film production also provides work for a large number of self-employed entertainers, producers, and specialists, such as animal handlers and set designers.

The film industry makes an important income contribution to the California economy. Wages are high, so the industry contributes more than simple job figures would suggest. Total film industry payrolls exceed those of several major manufacturing industries, such as computers and aerospace equipment, even though some of these industries have more jobs than the film industry.

Tourism

Travel and tourism is a significant source of jobs in California. Spending by tourists and business travelers was $54 billion in 1991, generating an estimated 730,000 jobs.

Tourism is not an industry group like electronics and aerospace, but an activity that benefits businesses throughout the economy. Travel arrangements, lodging and transportation account for only 40 percent of total travel spending.

Nearly half of travel spending went to the retail trade sector. This spending generated 260,000 jobs in restaurants and other eating and drinking places and 120,000 jobs in retail stores. Spending by travelers on recreation generated a further 100,000 jobs in a wide variety of businesses, ranging from theme parks in the state's major tourist areas to fishing outfitters and marinas in the state's rural counties.

California industry grew rapidly in the 1980s. Between 1981 and 1991, constant dollar travel spending grew by 45 percent and travel-generated jobs increased by half.

Agriculture

California consistently leads the U.S. in farm production. California farm receipts totaled $18.1 billion in 1992, the second-ranking state, by a margin of $6 billion. Agriculture provides about 350,000 jobs, and makes a significant contribution to the state's economy.

California agriculture is very diversified, with no single product dominating the sector. Livestock, poultry and dairy products generate about 30 percent of farm receipts. The remainder comes from a wide variety of crops, led by grapes, nursery products, and cotton. California grows a significant part of U.S. production of vegetables and most of the nation's supply of fruits and nuts. California produces virtually all of the olives, prunes, figs, and pistachios grown in the U.S.

Processing the many farm products produced in the state is also a major industry. California has more food processing jobs than the second and third ranking states combined. Because of the types of crops grown in the state, California is particularly strong in the high valued food products, such as wine, canned and dried fruits and vegetables, and roasted nuts.

Table 7.3
COUNTY UNEMPLOYMENT RATES FROM 1990 - 92

County	Unemployment Rate		
	1992	1991	1990
Alameda	6.4	5.4	4.1
Alpine	9.2	7.8	5.7
Amador	9.4	7.2	5.5
Butte	11.6	9.4	7.6
Calaveras	13.9	10.7	7.9
Colusa	19.1	15.7	12.3
Contra Costa	6.5	5.4	4.1
Del Norte	15.7	12.6	12.2
El Dorado	8.1	6.3	4.5
Fresno	14.5	12.5	10.6
Glenn	19.5	16.1	12.7
Humboldt	10.5	8.9	7.8
Imperial	25.5	21.4	20.5
Inyo	9.2	8.4	5.9
Kern	14.9	11.9	10.5
Kings	15.0	12.3	10.7
Lake	13.8	11.3	9.4
Lassen	10.9	10.0	9.0
Los Angeles	9.6	8.0	5.8
Madera	15.7	14.2	12.7
Marin	5.2	4.0	2.9
Mariposa	7.7	6.4	5.1
Mendocino	12.8	11.0	8.3
Merced	16.5	14.3	12.0
Modoc	13.1	12.3	9.9
Mono	10.7	11.6	5.9
Monterey	12.2	10.9	9.0
Napa	7.9	6.3	4.7
Nevada	9.0	7.0	5.2
Orange	6.2	4.8	3.3
Placer	8.1	6.1	4.3
Plumas	14.3	11.6	10.3
Riverside	12.3	10.3	7.5

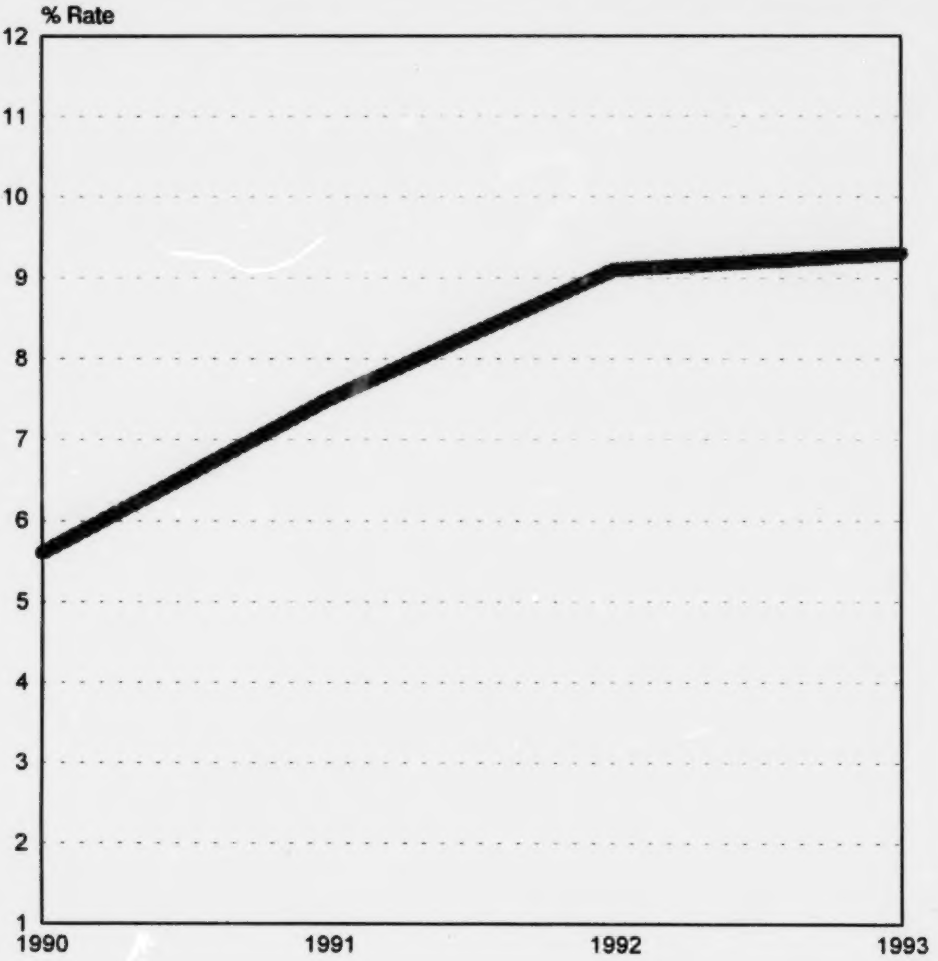
Source: EDD - Report 400C

Table 7.3 - Continued
COUNTY UNEMPLOYMENT RATES FROM 1990 - 92

County	Unemployment Rate		
	1992	1991	1990
Sacramento	7.7	6.3	4.6
San Benito	18.4	16.9	12.8
San Bernardino	9.9	8.3	5.8
San Diego	7.4	6.1	4.4
San Francisco	7.0	5.6	4.3
San Joaquin	14.3	12.0	9.9
San Luis Obispo	7.2	5.9	4.2
San Mateo	5.3	4.2	3.0
Santa Barbara	7.8	6.0	4.5
Santa Clara	6.8	5.5	4.0
Santa Cruz	9.2	8.1	6.3
Shasta	12.5	10.3	8.4
Sierra	10.7	10.2	9.9
Siskiyou	14.5	12.4	11.5
Solano	8.1	6.9	5.5
Sonoma	7.1	5.7	4.2
Stanislaus	16.0	14.3	11.5
Sutter	19.1	16.9	13.9
Tehama	13.4	12.0	10.7
Trinity	16.6	14.4	12.4
Tulare	15.3	16.6	11.4
Tuolumne	10.8	8.4	6.7
Ventura	8.4	7.1	5.5
Yolo	8.7	7.2	5.9
Yuba	16.6	13.7	10.4

Source: EDD - Report 400C

Table 7.4
STATE UNEMPLOYMENT RATE FOR 1990 - 92



Source: EDD - Labor Market Conditions In California

Table 7.5
PLANNED USE OF FUNDS
YEARS 1994-95 VS. 1995-96

403.32(b)(2)
113(b)(2)

Anticipating an allotment for 1994-95 of $115,002,375 and $115,002,375 for 1995-96, the distribution of funds is as follows:

Purpose	Anticipated Grant 1994-95	Anticipated Grant 1995-96
Title I - Part B - Section III State Administration*	5.00% $4,970,195	5.00% $4,970,195
Title II - Part A State Leadership	8.50% $8,449,331	8.50% $8,449,331
Title II - Part B - Subpart 1 Single Parent/Displaced Homemaker	7.00% $6,958,273	7.00% $6,958,273
Title II - Part B - Subpart 1 Elimination of Sex Bias/Sex Equity	3.50% $3,479,136	3.50% $3,479,136
Title II - Part B - Subpart 2 Corrections Education	1.00% $994,039	1.00% $994,039
Subtotal	**25.00%** **$24,850,974**	**25.00%** **$24,850,974**
Title II - Part C - Subpart 1 Secondary, Postsecondary & Adult	75.00% $74,552,923	75.00% $74,552,923
Total - Titles I & II	**100.00%** **$99,403,897**	**100.00%** **$99,403,897**
Title III - Special Programs		
Part A Community-based Organizations	100.00% $1,216,578	100.00% $1,216,578
Part B Consumer & Homemaking Education	100.00% $3,440,899	100.00% $3,440,899
Part E Technical-Preparation Education	100.00% $10,941,001	100.00% $10,941,001
Total - Title III	**$15,598,478**	**$15,598,478**
Total - All Titles	**100.00%** **$115,002,375**	**100.00%** **$115,002,375**

* State Match Required (Not Included In Totals)

Note: All proposed expenditures in this plan were based on $114,222,848. Each expenditure will be increased on a percentage basis to reflect the revised allocation of $115,002,375.

Any budget figures contained in the narrative portion of the State Plan are accordingly superseded by this revised budget page.

Table 7.5 (continued)

The distribution of funds (58.19%) to Secondary is as follows:

Purpose	Anticipated Grant 1994-95	Anticipated Grant 1995-96
Title I - Part B - Section III State Administration*	66.00% $3,280,329	66.00% $3,280,329
Title II - Part A State Leadership	51.00% $4,309,158	51.00% $4,309,158
Title II - Part B - Subpart 1 Single Parent/Displaced Homemaker	50.00% $3,479,137	50.00% $3,479,137
Title II - Part B - Subpart 1 Elimination of Sex Bias/Sex Equity	50.00% $1,739,568	50.00% $1,739,568
Title II - Part B - Subpart 2 Corrections Education	50.00% $497,020	50.00% $497,020
Subtotal	**53.54% $13,305,212**	**53.54% $13,305,212**
Title II - Part C - Subpart 1** Secondary, Postsecondary & Adult	64.14% $47,818,245†	64.14% $47,818,245†
Total - Titles I & II	**61.49% $61,123,457**	**61.49% $61,123,457**
Title III - Special Programs		
Part A Community-based Organizations	50.00% $608,289	50.00% $608,289
Part B Consumer & Homemaking Education	75.00% $2,580,674	75.00% $2,580,674
Part E Technical-Preparation Education	23.87% $2,611,617	23.87% $2,611,617
Total - Title III	**$5,800,580**	**$5,800,580**
Total - All Titles	**58.19% $66,924,037**	**58.19% $66,924,037**

* State Match Required (Not Included In Totals)

** Total includes Section 231 funds as well as those Section 232 funds allocated to adult schools and ROC/Ps through the CDE.

† This amount is estimated, since the actual allocation is based on enrollments of qualifying adults at the secondary and postsecondary levels.

Note: All proposed expenditures in this plan were based on $114,222,848. Each expenditure will be increased on a percentage basis to reflect the revised allocation of $115,002,375.

Any budget figures contained in the narrative portion of the State Plan are accordingly superseded by this revised budget page.

Table 7.5 (continued)

The distribution of funds (41.81%) to Postsecondary is as follows:

Purpose	Anticipated Grant 1994-95	Anticipated Grant 1995-96
Title I - Part B - Section III State Administration*	34.00% $1,689,866	34.00% $1,689,866
Title II - Part A State Leadership	49.00% $4,140,173	49.00% $4,140,173
Title II - Part B - Subpart 1 Single Parent/Displaced Homemaker	50.00% $3,479,136	50.00% $3,479,136
Title II - Part B - Subpart 1 Elimination of Sex Bias/Sex Equity	50.00% $1,739,568	50.00% $1,739,568
Title II - Part B - Subpart 2 Corrections Education	50.00% $497,019	50.00% $497,019
Subtotal	**46.46% $11,545,762**	**46.46% $11,545,762**
Title II - Part C - Subpart 1** Secondary, Postsecondary & Adult	35.86% $26,734,678†	35.86% $26,734,678†
Total - Titles I & II	**38.51% $38,280,440**	**38.51% $38,280,440**
Title III - Special Programs		
Part A Community-based Organizations	50.00% $608,289	50.00% $608,289
Part B Consumer & Homemaking Education	25.00% $860,225	25.00% $860,225
Part E Technical-Preparation Education	76.13% $8,329,384	76.13% $8,329,384
Total - Title III	**$9,797,898**	**$9,797,898**
Total - All Titles	**41.81% $48,078,338**	**41.81% $48,078,338**

* State Match Required (Not Included In Totals)

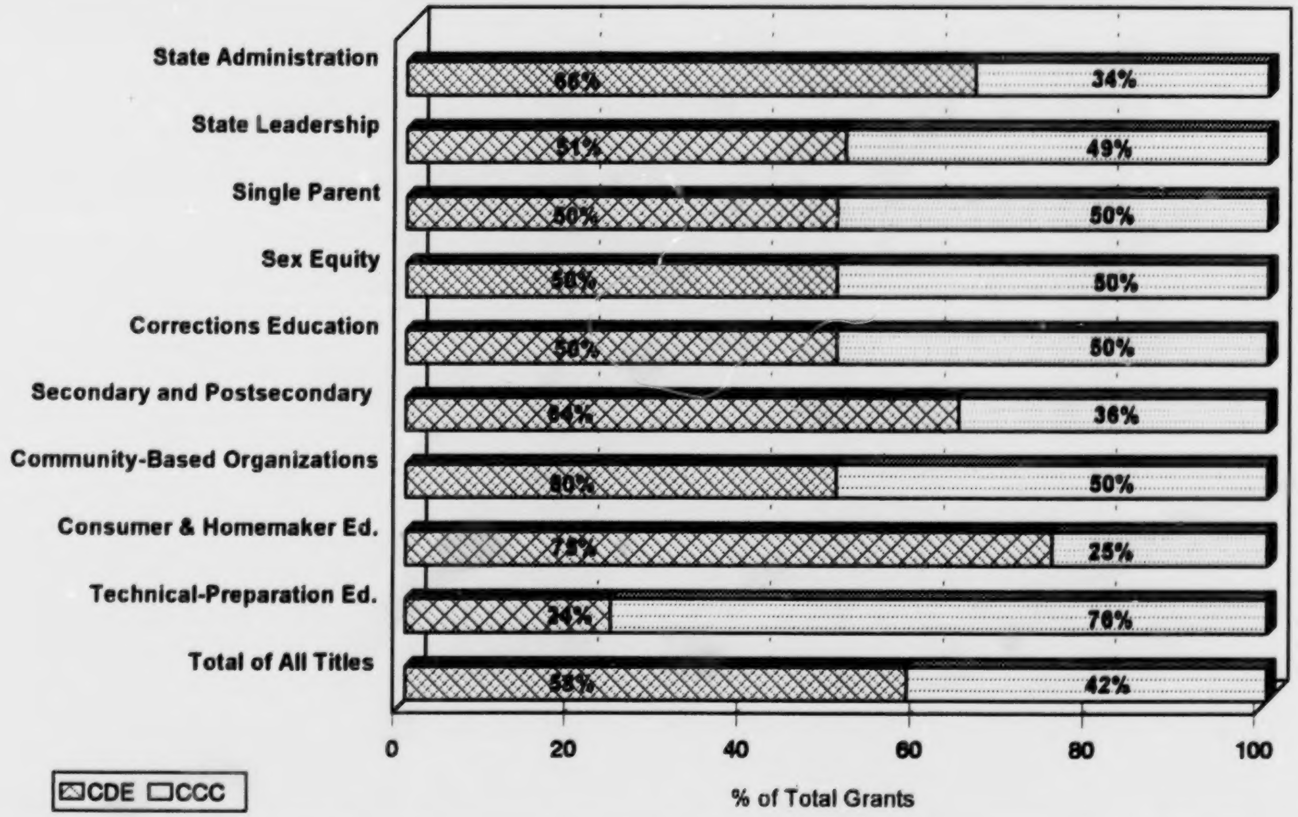
** Total includes only those Section 232 funds allocated to community colleges through the COCCC.

† This amount is estimated, since the actual allocation is based on enrollments of qualifying adults at the secondary and postsecondary levels.

Note: All proposed expenditures in this plan were based on $114,222,848. Each expenditure will be increased on a percentage basis to reflect the revised allocation of $115,002,375.

Any budget figures contained in the narrative portion of the State Plan are accordingly superseded by this revised budget page.

Table 7.6
Perkins Funding Split
California Department Of Education & California Community Colleges
(1994-95 & 1995-96)



403.32(a)(10)
113(b)(15)

TITLE II-A, STATE LEADERSHIP EXPENDITURES FOR PROFESSIONAL DEVELOPMENT AND CURRICULUM DEVELOPMENT ACTIVITIES
SECONDARY (CDE) AND POSTSECONDARY (COCCC)

Program Area	Activity	Agency	1994-95	1995-96
Agriculture Education	Professional	CDE	$ 268,000	$ 278,000
	Development	COCCC	120,000	120,000
	Subtotal		388,000	398,000
	Curriculum	CDE	205,000	195,000
	Development	COCCC	80,000	80,000
	Subtotal		285,000	275,000
Business/ Marketing Education	Professional	CDE	250,814	260,814
	Development	COCCC	300,000	300,000
	Subtotal		550,814	560,814
	Curriculum	CDE	191,000	184,000
	Development	COCCC	200,000	200,000
	Subtotal		391,000	384,000
Health Careers Education	Professional	CDE	202,564	198,314
	Development	COCCC	300,000	300,000
	Subtotal		502,564	498,314
	Curriculum	CDE	135,250	131,250
	Development	COCCC	200,000	200,000
	Subtotal		335,250	331,250
Home Economics Education	Professional	CDE	189,958	189,958
	Development	COCCC	120,000	120,000
	Subtotal		309,958	309,958
	Curriculum	CDE	181,856	181,856
	Development	COCCC	80,000	80,000
	Subtotal		261,856	261,856
Industrial & Technology Education	Professional	CDE	240,000	240,000
	Development	COCCC	300,000	300,000
	Subtotal		540,000	540,000
	Curriculum	CDE	244,314	244,314
	Development	COCCC	200,000	200,000
	Subtotal		$ 444,314	$ 444,314

Program Area	Activity	Agency	1994-95	1995-96
Public Safety Education	Professional Development	COCCC	$ 180,000	$ 180,000
	Subtotal		180,000	180,000
	Curriculum Development	COCCC	120,000	120,000
	Subtotal		120,000	120,000
Additional Program Support*	Professional Development	CDE	19,129	19,129
		COCCC	440,000	440,000
	Subtotal		459,129	459,129
	Curriculum Development	CDE	19,130	19,130
		COCCC	473,500	473,500
	Subtotal		492,630	492,630
Grand Totals:	**Professional Development**		**$2,930,465**	**$2,946,215**
	Curriculum Development		**$2,330,050**	**$2,309,050**

Explanation:

While these amounts represent the minimum planned expenditure of Title II-A, State Leadership funds for professional and curriculum development, it should be noted that these two major priorities are also supported by funds within each of the other Titles of the Act. Further, all expenditures for professional and curriculum development are designed to support the priorities of the State Plan and the purposes of the Perkins Act, including emphasis on inservice and preservice training of minority teachers, and the priorities based on the statewide needs assessment. Professional and curriculum development activities for Consumer and Homemaking Education (III-B) and Sex Equity, Single Parents/Displaced Homemakers/Single Pregnant Women (II-A) are represented in their respective section.

**Additional program support includes interdisciplinary professional and curriculum development to adopt and integrate new technologies and enhance cooperative work experience, counseling and placement programs.*

PLANNED USE OF FUNDS BY PROGRAM

California will devote its Perkins funds to activities that support the three State priorities established through the statewide needs assessment. The State is moving from process-oriented measures to more meaningful outcome measures. While performance reports will continue to include numbers of participants, numbers of activities and dollars spent, the emphasis will be on the outcomes of these activities, i.e., the increased numbers of courses demonstrating integration of academic and vocational education, the numbers of students demonstrating academic and vocational education competencies which meet industry standards, and the increase of students from special populations participating and successfully completing vocational education programs. To encourage these changes, which are consistent with the standards and measures developed by the State Committee of Practitioners, references to numbers of activities and participants have been omitted from the listings of activities.

SECONDARY

Agricultural Education

Planned Expenditures	**1994-95**	**1995-96**
Professional Development	$ 268,000	$ 278,000
Curriculum Development	205,000	195,000
Advisory Committees/Linkages	55,000	55,000
Assessment/Data Collection	154,314	154,314
Student Leadership	77,000	77,000
Technology/Tech Prep	125,000	125,000
Totals	**$884,314**	**$884,314**

State Priorities To Be Addressed

1. Integration and sequencing of academic and vocational education curriculum.
2. Curriculum and program strategies reflecting workplace needs.
3. Instructional and support services responsive to the needs of students who are members of special populations.

Goals

1. Provide funding for monitoring and technical assistance to LEAs involved in program improvement/certification efforts which

include career planning, supervised occupational experience, leadership development, relevant integrated curriculum, sequential courses, program completer follow-up, qualified teachers, industry advisory committees, and student competency.

2. Increase the competence of future and current high school, middle school, and ROC/P agricultural instructors in developing and implementing new integrated curriculum, student and program certification systems, technical preparation strategies, and effective instructional methodologies.

3. Promote the development and use of curriculum, instructional materials, and instructional strategies that foster critical thinking, problem-solving, leadership, and academic and technical skill attainment, as well as preparing students for all aspects of the agricultural industry.

4. Increase linkages between secondary and postsecondary educational institutions; academic and agricultural educators; and among agricultural educators, the agricultural industry, professional associations, and local communities.

Activities

1. Conduct and coordinate Agricultural Incentive Grant Program Improvement and Certification system. Program improvement efforts will be directed at meeting state approved Program Quality Criteria.

2. Plan and conduct section, region, and state level professional development activities on topics such as: industry trends and skill updates in agricultural career path clusters, interdisciplinary instruction and curriculum, leadership skills development, serving special needs populations, improving business and industry partnerships, and implementing workplace learning strategies through the Supervised Occupational Experience Program.

3. Conduct preservice education conclave for student teachers which includes workshops and sessions on topics such as: integration of academic and agricultural education, leadership development strategies, using community resources, program certification system, student certification system, increasing program access and retention, and tech prep education in agriculture.

4. Establish committees to review new curriculum and develop implementation guide(s) which outline levels of instruction recommended for student proficiency and success.

5. Develop and disseminate career and technical performance standards and integrated performance activities for the agricultural core and career path clusters.

6. Conduct annual professional development in cooperation with COCCC and the California Agricultural Teachers Association focusing on integration of academic and agricultural curriculum and building educational and business linkages.

7. Monitor level of student involvement in supervised occupational experience component annually.

8. Conduct regional and state leadership development conferences.

Rationale

1. Local educational agencies (LEAs) need resources such as funding, materials, models, and technical assistance when establishing or improving the curriculum and instructional program for students in agricultural education. Assistance is vital to LEA improvement efforts which address integration of academic and technical skills, school restructuring, student competencies, business and industry collaboration, student transition, instructional program content, and instructional methodologies.

2. Providing for the delivery of a quality instructional program to students enrolled in agricultural education is dependent on having well prepared and qualified teachers structuring and delivering the instructional program. In recent years a shortage of well qualified teachers of agriculture existed in California. There are needs to update current teacher preparation programs to be more industry relevant; to integrate academic and agricultural curricula; to develop strategies for student recruitment, retention, and transition; and to encourage students to pursue careers in agricultural teaching.

3. For students to successfully transition either from school to further training or from school-to-work, they must be exposed to an enriched curriculum which emphasizes problem-solving, critical thinking, leadership and interpersonal skills, and

academic and agricultural technical skills and proficiencies. It is imperative that frameworks, performance standards, integrated performance activities, and instructional materials, designed to provide improved instruction be completed and disseminated to teachers, administrators, and counselors for use in restructuring and improving programs for students.

4. Developing strong linkages and partnerships among all parties involved in education or employment of students in agriculture is essential to assure a relevant and articulated instructional program. Only by establishing strong linkages among agricultural and academic instructors at secondary and postsecondary levels, as well as partnerships involving the agricultural industry, professional associations, and local communities, will students benefit from relevant and seamless instruction/training.

5. Student success in the worksite of today and in the future is dependent of possession of academic, technical, employability, leadership, and interpersonal skills along with practical workplace experience. The best preparation model involves the acquisition of knowledge, skills, and attitudes relative to agricultural careers by integrating the integral instructional components of classroom, leadership, and interpersonal skills, and supervised occupational experience. All three components are critically important and must be stressed, especially leadership training through vocational student organization involvement (FFA) which was clearly defined as a need area in our state assessment.

Expected Outcomes

1. Increase offerings to students in career path clusters which are made up of clearly defined sequential courses.

2. Determine teacher qualifications and credential type of agricultural education instructors.

3. Determine state and regional student enrollment in agricultural core curriculum and career clusters by gender and ethnicity.

4. Determine student enrollment trends with regard to diversity, gender, and retention as published in annual "Program Report."

5. Involve agriculture instructors, academic teachers, administrators, and counselors in professional development workshops focusing on curriculum framework, performance

standards and integrated activities, program certification, student assessment and certification, integration, and school and program restructuring.

6. Increase involvement of business and industry representatives in professional development activities and workshops.
7. Increase the number of programs offering an integrated and sequential program of instruction in agricultural career path clusters.
8. Increase the development and infusion of agricultural information into academic and applied academic courses.
9. Provide industry relevant instruction which is current and articulated at secondary and postsecondary levels.
10. Increase the number of students involved in supervised occupational work experience programs, both entrepreneurial and worksite placement, as part of their instructional program as verified by state SOE report.
11. Increase the leadership skills and abilities of students transitioning to further education or to work.
12. Increase student leadership, interpersonal skills and self-esteem through participation in application and interview process in competition.

Business And Marketing Education

Planned Expenditures	**1994-95**	**1995-96**
Professional Development	$ 250,814	$ 260,814
Curriculum Development	191,000	184,000
Advisory Committees/Linkages	55,000	57,000
Assessment/Data Collection	172,500	167,500
Student Leadership	90,000	90,000
Technology/Tech Prep	125,000	125,000
Totals	**$884,314**	**$884,314**

State Priorities To Be Addressed

1. Integration and sequencing of academic and vocational education curriculum.
2. Curriculum and program strategies reflecting workplace needs.

3. Instructional and support services responsive to the needs of students who are members of special populations.

Goals

1. Secondary youths, adults, and special student populations will have access to business and marketing programs composed of sequential courses within identified career paths leading to meaningful employment, technical preparation, and/or professional careers.

2. Business and marketing instructional programs will contain guidance components which enable and empower students to make informed career and education choices.

3. Teachers will implement intervention strategies that enable and empower special populations students to succeed and advance in business and marketing instructional programs.

4. Linkages between business and marketing education programs and business and industry, labor, community-based organizations, and private/governmental agencies will be strengthened to validate industry standards, expand workplace learning experiences, and improve job placement opportunities.

5. Improve, expand, and update business and marketing teacher education programs to ensure an adequate supply of well-prepared future instructors who have the competencies to teach in business and marketing programs.

Activities

1. Revise and disseminate the Business Education Framework/ Performance Standards and develop supplementary resource materials, including student certifications, based on business/ industry review, state/national standards projects, and business education practitioner recommendations. The Business Education Framework includes:

    - career path models for Computer Science and Information Systems, Business Management, Accounting and Finance, and Marketing.
    - integration of vocational and academic content
    - sequential courses for each career path

- performance standards for elementary, middle school, Business Technology Core, career path clusters/areas of specialization
- preparation for entry, technical, and professional levels
- reinforcement and support of the academic core
- thinking and meaning-centered curriculum strategies
- technical preparation options with articulated and advanced levels of training
- workplace learning strategies

2. Provide high school, ROC/P, and adult business and marketing teachers with the guidance information, intervention strategies, and instructional skills required to increase their effectiveness in serving special populations.

3. Provide technical assistance and supplementary resources to facilitate the program certification process: self-assessment, program improvement plan, and on-site review for business and marketing education programs.

4. Collaborate with business education teacher preparation institutions and local educational agencies with Designated Subjects programs to recruit and prepare business and marketing education teachers to meet credential requirements.

5. Provide professional development activities on topics including sequenced courses, integrated curriculum, vocational student organization instructional activities, and performance-based assessment.

Rationale

1. The statewide needs assessment indicated that business and marketing programs should include the following:
   - business/industry standards
   - integrated curriculum
   - sequential courses of study
   - articulated and advanced levels of training

2. The statewide needs assessment stated that business and marketing education programs should provide guidance and

counseling that includes assessment, parental involvement, industry involvement, and job placement.

3. The statewide needs assessment indicated that business and marketing instructors need to develop specialized instructional strategies which facilitate special populations students' mastery of the standards identified in the Business Education Framework.

4. The statewide needs assessment indicated that industry should be involved in a collaborative and coordinated effort, as equal partners with education, to plan, develop, and implement all aspects and all levels of education programs.

5. The statewide needs assessment indicated that business and marketing education programs should be assessed to ensure that curriculum, instructional resources, and equipment/ facilities reflect current and future workplace needs.

Expected Outcomes

1. Business and marketing education programs which have implemented the Business Education Framework will improve student work skill attainment and job placement.

2. Business and marketing education programs will have career guidance components which prepare students to make informed decisions regarding careers and related educational programs.

3. The number of special populations students who enroll in and successfully complete business and marketing education programs at the entry, technical, and professional levels will be measurably increased.

4. An integrated and comprehensive planning process will result in a full range of business and marketing education programs and services that meet the needs of students and employers, including students with special needs.

5. The effectiveness of business and marketing education programs in meeting labor market needs and emerging technologies will be adequately assessed.

6. Students completing business and marketing education programs that incorporate DECA/FBLA as an integral

component of instruction will have increased proficiency in leadership, interpersonal, and citizenship skill development.

Health Careers Education

Planned Expenditures	**1994-95**	**1995-96**
Professional Development	$ 202,564	$ 198,314
Curriculum Development	135,250	131,250
Advisory Committees/Linkages	20,500	12,500
Assessment/Data Collection	51,000	67,250
Student Leadership	50,000	50,000
Technology/Tech Prep	25,000	25,000
Totals	**$484,314**	**$484,314**

State Priorities To Be Addressed

1. Integration and sequencing of academic and vocational education curriculum.

2. Curriculum and program strategies reflecting workplace needs.

3. Instructional and support services responsive to the needs of students who are members of special populations.

Goals

1. Establish developmental health career integration models at sites representative of urban, suburban, and rural communities and reflective of the ethnic makeup of the secondary school population.

2. Align health careers programs and enrollments offered through ROC/P and adult skill centers with local and regional health care human resource needs.

3. Develop curriculum and program support to assure the success of special populations students enrolled in health careers education programs.

4. In collaboration with California Polytechnic State University, Pomona, (Cal Poly Pomona) College of Science, offer a residency credit, upper division, undergraduate teacher preparation program to assure an adequate number of well prepared health careers teacher candidates reflective of the State's ethnic diversity.

Activities

1. Provide support, staff development, and technical assistance to developmental sites teams comprised of health careers, language arts, mathematics, science, and social science teachers, a counselor, administrator, and industry representative through bimonthly regional meetings, two 2-day statewide meetings and one 3-day statewide summer institute.
2. Design and implement a performance based assessment system that will measure students' progress and success in the integrated health careers path.
3. Design a model for industry education partnerships including shared faculty, staff development, workplace learning, and various other resources and activities.
4. Promote collaboration and participation with COCCC health occupations programs.
5. Complete a matrix design for workplace learning to assure appropriate and articulated use of community learning sites.
6. Provide technical assistance for new course start-ups, curriculum alignment, and other support as needed.
7. Establish industry standards and cluster standards that reflect the new health care work groups.
8. Increase career counseling opportunities for students through staff development programs for counseling and guidance personnel.
9. Offer a series of workshops on strategies to promote success of special populations including limited English proficient, academically disadvantaged students, and students with handicapping conditions.
10. Design and implement a student follow-up survey to determine student job satisfaction and quality job performance.
11. Design and implement a follow-up survey for students continuing their education at the postsecondary level to determine academic performance and career path selection satisfaction.

Rationale

1. The formation of integrated and sequenced health careers path programs is complex and time intensive. The opportunity for eleven divergent school sites to come together to create a variety of operational models and design action-based projects that connect disciplines and add relevancy to the curriculum is necessary if work is to be accomplished in a timely manner to meet industry demands and education restructuring expectations.

2. The health care industry is in the midst of dramatic changes, based on the demands of health care reform (cost containment, access to health care for all citizens, basic benefit package), technological advances, and changing demographics. These changes must be responded to by the education systems if students are to be employable at the completion of their program.

3. The need for health care employees spans the scope of ability to perform. The variety of jobs available can, in most circumstances, accommodate special conditions required by some handicapping conditions. In addition, students that bring diverse cultures and languages to the classroom are reflective of the population that is served by the health care industry and, as health care workers, can bring understanding and sensitivity to the patient that may be neglected by those that are less informed of particular cultural notions regarding health care.

4. Health careers education programs have continued to expand at the ROC/P level, from a 17,000 student enrollment in 1979-80 to 66,000 in 1993-94. At the same time, as programs are initiated through integrated career path programs at the high school level, new teacher candidates must be prepared. Employment projections suggest that 15% of the high school graduating class each year through the year 2000, or about 45,000 students, must be enrolled in a health careers path if health care human resource needs are to be met. At the present time, 3,445 students are enrolled in secondary health careers programs.

Expected Outcomes

1. Design workplace learning exploration models commensurate with the students' career preparation and career goals.

2. Design and pilot test both student mentoring and tutoring support.

3. Establish educational partnerships with feeder middle school(s) to support student career decision making and transitioning to the high school career path program, the ROC/P for assistant/aide level preparation transitioning, the community college for articulated technical preparation, and the university for articulated professional preparation programs.

4. Establish health care industry partnerships to ensure that students are appropriately prepared for existing and projected employment opportunities.

5. Establish a career guidance program to support student career decision making.

6. Design curriculum for health careers core level I (10th grade), health careers core level II (11th grade), and health careers core level III (12th grade). Level I will support career decision making and will include workplace explorations. Level II will offer preparation across the industry standards of practice and will include additional workplace explorations. Level III is intended for the college-bound student and will include workplace job-specific shadowing and research and discovery experiences.

7. Prepare students with the skills needed for meeting the challenges of the next century including decision making, problem solving, team work, skill transfer, use of technology, and critical thinking.

8. Provide opportunities for an increased number of students from underrepresented populations to enter and complete health careers education programs.

Home Economics Related Occupations - Title II-A Funds

Planned Expenditures	**1994-95**	**1995-96**
Professional Development	$ 189,958	$ 189,958
Curriculum Development	181,856	181,856
Advisory Committees/Linkages	7,500	7,500
Assessment/Data Collection	30,000	30,000
Student Leadership	50,000	50,000
Technology/Tech Prep	25,000	25,000
Totals	**$484,314**	**$484,314**

State Priorities To Be Addressed

1. Integration and sequencing of academic and vocational education curriculum.
2. Curriculum and program strategies reflecting workplace needs.
3. Instructional and support services responsive to the needs of students who are members of special populations.

Goals

1. Increase linkages between secondary and postsecondary educational levels as well as with business, industry and labor.
2. Increase the number of students entering and completing a sequence of courses identified for a home economics career pathway/program major that is designed to prepare students with the academic and occupational competencies to successfully enter the workforce and/or transition to advanced education training programs.
3. Integrate academic and home economics related occupations competencies and foster critical thinking, problem solving and leadership skill attainment.
4. Implement strategies to ensure that all students, including those who are underrepresented and/or members of special populations, have access to courses that will enable them to complete a home economics career path/program major.
5. Provide support services to students with an increased emphasis upon guidance and counseling as well as placement and transitional services.
6. Increase the number of current and future instructors, including those from underrepresented populations, who have the competence to develop and implement a sequence of courses, curriculum and instructional strategies in the home economics and related career paths/program majors.

Activities

1. Plan and conduct professional development activities on topics including interdisciplinary instruction and curriculum; industry trends and skills update in eight career path clusters; improving intersegmental linkages among all educational agencies;

leadership skills development; implementation of new curricula; serving culturally diverse, special needs and underrepresented populations; strengthening business and industry partnerships; diverse learning modalities; and implementing workplace learning strategies.

2. Develop and disseminate resources to assist LEAs, including guidelines for implementing interdisciplinary instruction; guidelines for implementing coherent sequences of courses in all home economics career path clusters; a guide to strengthening partnerships with representatives of business and industry, as well as expanding worksite learning opportunities; curricula for at least one of the career path clusters; and materials to provide counseling and guidance services to students.

3. Promote the development of programs that can serve as models for other sites in implementing instructional programs that include a sequence of courses for identified career path clusters; curriculum based upon model curriculum standards; innovative worksite learning experiences; guidance, counseling, placement, and transitional services; a variety of instructional strategies; and strong linkages with business and industry.

4. Provide leadership development activities for instructors and students.

5. Develop and disseminate curriculum resources for integrating FHA-HERO activities, including competitive activities, into home economics related occupations instructional programs.

6. Collect and analyze data on home economics related occupations programs to determine the status of sites in implementing coherent sequences of courses as well as to identify implications in planning and implementing effective instructional programs in each of the eight career paths.

7. Provide support to increase the number of qualified instructors, including those from underrepresented populations, prepared to provide instruction in each of the eight career path clusters.

Rationale

1. Local educational agencies (LEAs) need assistance with identifying and establishing a coherent sequence of courses, grades 6-14, as well as implementing interdisciplinary curriculum and instruction. In order to assist LEAs to address

the complexities of restructuring, integration of academic and home economics competencies and the mandate to prepare students to transition to either advanced training/education or work, technical assistance and other services must be provided.

2. Developing strong partnerships with business and industry is time-intensive and complex. LEAs have requested assistance to meet the requirements of current and anticipated federal and state legislation.
3. Resources to accurately inform students, parents, administrators, and counselors, as well as business and industry, about the careers available in home economics and related occupations are inadequate. In addition, resources are needed that identify sequences of courses that LEAs might develop in order for students to have access to programs which would prepare students to transition to advanced education/training programs and to work.
4. Home economics program instructors and administrators have requested assistance to more effectively serve all students, including those with special needs, who are enrolled in Home Economics related occupations instructional programs. The most effective way to address these requests is to develop and provide resource materials, professional development activities, and technical assistance.

Expected Outcomes

1. A variety of resources will be disseminated to secondary Home Economics related occupations teachers to assist them in redesigning programs and updating instruction and FHA-HERO leadership development activities.
2. Surveys will be completed and data compiled to provide necessary information to complete state and federal reports, plan future professional development activities and validate the need for curriculum development.
3. Model approaches for implementing career path clusters and Home Economics related occupations curriculum standards and for working with business and industry will be implemented.
4. Strategies for serving culturally diverse, special needs, and underrepresented students will be developed.

5. Revised and/or newly developed resource documents, guide books, and informational/promotional materials will be available to assist LEA personnel to improve instruction for special needs population students, including the underrepresented.

6. The revised Home Economics Teacher Education Core Curriculum will be completed and implemented at a minimum of three sites.

Note: Consumer and Homemaking Education - Title III-B in Section 9.

Industrial Technology Education

Planned Expenditures	**1994-95**	**1995-96**
Professional Development	$ 240,000	$ 240,000
Curriculum Development	244,314	244,314
Advisory Committees/Linkages	50,000	50,000
Assessment/Data Collection	150,000	150,000
Student Leadership	75,000	75,000
Technology/Tech Prep	125,000	125,000
Totals	**$884,314**	**$884,314**

State Priorities To Be Addressed

1. Integration and sequencing of academic and vocational education curriculum.
2. Curriculum and program strategies reflecting workplace needs.
3. Instructional and support services responsive to the needs of students who are members of special populations.

Goals

1. Integrate academic and vocational education curriculum.
2. Sequence courses of study that lead to attainment of both academic and occupational competencies.
3. Increase linkages between secondary and postsecondary educational institutions, academic and vocational educators, and among education, business, industry, labor, and the community.
4. Increase student work skill attainment and job placement.

5. Enhance the relevance of vocational education programs to the workplace and to the occupations for which students are being trained.
6. Provide needed support services with increased emphasis on guidance and counseling and placement and transitional services.

7. Monitor successful completion of course and program completion.

Activities

1. Provide staff development to industrial and technology education teachers in techniques, strategies, and methodologies of integrating math, science, and communication competencies into the curriculum and promote sequences of courses articulated between secondary, ROC/P, adult schools, and community colleges.

2. Provide staff development to industrial and technology education teachers to assist in the development of corporate partnerships between education and industry.

3. Identify career paths that utilize guidance, counseling, placement, and transitional services strategies proven to increase access and retention of members of special populations in transition to advanced educational training and into the world of work.

4. Collect, compare, analyze and evaluate data for implications in planning and implementing effective industrial and technology education programs.

5. Promote the development of programs as sequences of courses that include competency-based or standards-based curriculum, integrated curriculum and related instructional strategies, assessment techniques, gender equity and special populations support strategies, industry validation, and school-to-work transition strategies.

6. Provide inservice on the unique needs and cultural diversity of students who are members of special populations, and disseminate current research on instructional strategies that have been identified as successful with this population.

7. Provide staff development to Vocational Industrial Clubs of America (VICA) advisors in techniques and strategies for incorporating student leadership skills into the curriculum.

8. Develop strategies to ensure that all youth and adults have equal access to industrial and technology education programs composed of sequential courses within identified career paths leading to meaningful employment, technical preparation, and/or professional careers.

Rationale

1. Leadership is an integral skill in both the educational programs and in the workplace. The State Officer Training program and competitions increase leadership skills and increase employer's awareness of the students ability, academic and work skill attainment. Internships enhance faculty and student skills, increase the relevance of the education to the workplace and provide students with greater exposure to all aspects of the industry.

2. The statewide needs assessment indicates a strong need to improve faculty skills in integrating academic competencies into vocational course and improving course sequences to meet industry standards. This requires knowledge of content, industry standards, collaboration with academic faculty, instructional technology and methodology and strategies to increase student access and success. Pilot projects to develop or replicate successful models are needed as well as regional coordination.

Expected Outcomes

1. Student and faculty technical and leadership skills will improve.

2. Programs will demonstrate greater relevance to the workplace and broader aspects of the industry.

3. Model curriculum will be developed, a higher level of integration of academic competencies will be demonstrated, and course sequences will be improved.

4. Faculty will utilize new technology and improve their knowledge of industry standards.

5. Regional coordination will enhance communication, reduce duplication and maximize resources.

Work Experience Education

Planned Expenditures	**1994-95**	**1995-96**
Professional Development	$ 9,565	$ 9,565
Curriculum Development	9,564	9,564
Totals	**$19,129**	**$19,129**

State Priorities To Be Addressed

1. Integration and sequencing of academic and vocational education curriculum.
2. Curriculum and program strategies reflecting workplace needs.
3. Instructional and support services responsive to the needs of students who are members of special populations.

Goals

1. Provide a planned program for job training and experiences, including paid work experience, workplace mentoring, and instruction in general workplace competencies and in a broad variety of elements of an industry.
2. Collaborate with academic, vocational and special populations programs in the coordination of exploratory, general, and vocational work experiences for students.

Activities

1. Provide professional development and technical assistance to teachers and counselors on the Work Experience Handbook and the Work Experience Education Model Curriculum Standards and Program Framework.
2. Refine and disseminate performance-based assessment instruments to help local education agencies determine if Work Experience Education students, including special populations students, have mastered competencies which reflect current workplace needs.

Rationale

Work Experience Education, as part of the total educational process, assists students to develop the skills, habits, and attitudes needed for job success and personal growth. All students, including special populations students, find real world experiences helpful in learning to choose and prepare realistically and wisely for future careers.

Expected Outcomes

1. Increased numbers of students, including special populations students, will participate in exploratory, general, and vocational work experiences.
2. Improved assessment instruments will be used to measure student outcomes in relation to identified workplace competencies for Work Experience Education Students.
3. Increased numbers of teachers and counselors will utilize the new Work Experience Education Handbook and the Work Experience Education Model Curriculum Standards and Program Framework.

POSTSECONDARY

Agriculture and Human Resources

Planned Expenditures	**1994-95**	**1995-96**
Professional Development	$ 120,000	$ 120,000
Curriculum Development	80,000	80,000
Advisory Committees	12,500	12,500
Student Organizations	12,000	12,000
Totals	**$224,500**	**$224,500**

State Priorities To Be Addressed

1. Integration and sequencing of academic and vocational education curriculum.

2. Curriculum and program strategies reflecting workplace needs.

3. Instructional and support services responsive to the needs of students who are members of special populations.

Goals

1. To increase the number of faculty and staff who are knowledgeable in the integration of academic and vocational education.

2. To increase the integration and sequencing of courses to meet industry standards.

3. To increase participation in student organizations.

Activities

1. Provide professional development and curriculum development workshops and activities to integrate academic and vocational education to meet industry standards.

2. Structure advisory committees to provide linkages to business and industry and increase relevance to the workplace.

3. Support student organizations to provide outreach and leadership skills.

Rationale

Faculty and staff need pedagogical and practical models to integrate academic and vocational courses and develop a coherent sequence of courses to meet industry standards. Time and expertise in curriculum development and instructional strategies are critical to a successful program. Technical Advisory Committees assist faculty to develop programs to meet industry standards. Leadership skills are critical to workforce development. Student organizations provide leadership training and experience.

Expected Outcomes

1. An increase in the number of faculty who are trained to integrate academic and vocational education and develop coherent sequences of courses to meet industry standards.
2. An increase in the number of courses which integrate academic and vocational education and develop coherent sequences of courses to meet industry standards.
3. An increase in the ability to meet industry standards through a coherent sequence of courses utilizing the guidance of the Technical Advisory Committees.
4. Increase in the number of students participating in student organizations.
5. Greater demonstration of leadership skills.

Business/Marketing Education

Planned Expenditures	**1994-95**	**1995-96**
Professional Development*	$ 300,000	$ 300,000
Curriculum Development*	200,000	200,000
Advisory Committees/Linkages	12,500	12,500
Totals	**$512,500**	**$512,500**

*Sixty percent is designated for campus-based programs.

State Priorities To Be Addressed

1. Integration and sequencing of academic and vocational education curriculum.
2. Curriculum and program strategies reflecting workplace needs.
3. Instructional and support services responsive to the needs of students who are members of special populations.

Goals

1. To increase the number of faculty and staff who are knowledgeable in the integration of academic and vocational education.
2. To increase the integration and sequencing of courses to meet industry standards.

Activities

1. Professional development and curriculum development workshops and activities to integrate academic and vocational education to meet industry standards.
2. Advisory committees to provide linkages to business and industry and increase relevance to the workplace.

Rationale

Faculty and staff need pedagogical and practical models to integrate academic and vocational courses and develop a coherent sequence of courses to meet industry standards. Time and expertise in curriculum development and instructional strategies are critical to a successful program. Technical Advisory Committees assist faculty to develop programs to meet industry standards.

Expected Outcomes

1. An increase in the number of faculty who are trained to integrate academic and vocational education and develop coherent sequences of courses to meet industry standards.
2. An increase in the number of courses which integrate academic and vocational education and develop coherent sequences of courses to meet industry standards.
3. An increase in the ability to meet industry standards through a coherent sequence of courses utilizing the guidance of the Technical Advisory Committees.

Consumer and Home Economics Education

Planned Expenditures	**1994-95**	**1995-96**
Professional Development	$ 120,000	$ 120,000
Curriculum Development	80,000	80,000
Advisory Committees/Linkages	12,500	12,500
Student Leadership	6,500	6,500
Totals	**$219,000**	**$219,000**

State Priorities To Be Addressed

1. Integration and sequencing of academic and vocational education curriculum.
2. Curriculum and program strategies reflecting workplace needs.
3. Instructional and support services responsive to the needs of students who are members of special populations.

Goals

1. Improve student access to and instructional delivery in Consumer Home Economics Education (useful, occupational and transfer) through:
    - identifying and showcasing exemplary/innovative college programs/practices, especially those related to implementation of the CCC Home Economics Program Plan
    - reporting contributions of program areas to life management, parenting and family living skills development in individuals
    - profiling model Home Economics Tech Prep programs
    - promoting replication of successful strategies and identifying obstacles in recruiting, enrolling and retaining special populations students, traditionally underserved populations and nontraditional students and improving basic skills through Consumer Home Economics Education instruction.
2. Provide appropriate professional development opportunities for faculty, administrators and other vocational education program staff to improve the relevance and quality of instruction.
3. Provide diversity of programs and services to meet needs of a pluralistic society, increase awareness of equity issues and special needs populations and enhance opportunities for individuals to improve the quality of life.

4. Prepare individuals for advanced study in traditional, nontraditional and high technology fields in order to interface with a global economy.

5. Provide individuals with marketable skills which meet their career goals and lead to placement in a job for which they have been trained.

6. Articulate with secondary, other postsecondary institutions, and business and industry to maximize the quality of education and utilization of resources.

Activities

1. Develop and disseminate curricula that provide for a coherent sequence of courses which integrate academic and vocational competencies designed to meet industry standards.

2. Develop and disseminate model curricula that integrate new technologies, meet industry standards, and address emerging occupations and all aspects of the industry including tech prep strategies.

3. Develop and disseminate program strategies that enhance the relevance of CHE programs to the workplace.

4. Identify strategies and services that will assist individuals from economically depressed areas or areas with high rates of unemployment to improve home environments and increase workplace skills.

5. Identify successful strategies to recruit, enroll, and retain special populations students, traditionally underserved populations, and nontraditional students in CHE programs.

6. Staff and operate a center for Consumer Home Economics Education.

Rationale

1. There is a need in California for a competitive and competent workforce, as well as a balance between work and family life. Individuals need to be prepared to function in changing family, community, and work environments.

2. Model curricula need to be developed that integrate academic and vocational competencies, meet industry standards and utilize new and emerging technologies.

3. Faculty need assistance with identifying instructional and support services that will be responsive to the needs of students who are members of special populations.

Expected Outcomes

1. There will be an increase in the number of CHE programs that include a sequence of courses and integrate academic and vocational competencies.

2. Model curricula will be developed for CHE Lifespan/Life Management, CHE for Interiors, and CHE for Hospitality Occupations. These curricula will meet industry standards, address emerging occupations, and include all aspects of the industry.

3. There will be an increase in the number of special populations students, traditionally underserved populations, and nontraditional students enrolled and retained in CHE programs.

4. Program strategies that enhance the relevance of CHE programs to the workplace will be used by at least 50 percent of CHE programs.

Health Occupations Education

Planned Expenditures	**1994-95**	**1995-96**
Professional Development	$ 300,000	$ 300,000
Curriculum Development	200,000	200,000
Advisory Committees/Linkages	12,500	12,500
Totals	**$512,500**	**$512,500**

State Priorities To Be Addressed

1. Integration and sequencing of academic and vocational education curriculum.

2. Curriculum and program strategies reflecting workplace needs.

3. Instructional and support services responsive to the needs of students who are members of special populations.

Goals

1. Develop model curricula for health occupations that integrates academic and vocational education and fosters critical thinking, problem solving, leadership and skill attainment.

2. Improve linkages between secondary and postsecondary institutions, business, industry, labor, government, and the community to meet industry standards.

3. Improve instructional and support services that are responsive to the needs of students who are members of special populations.

Activities

1. Establish regional planning among all educational segments and business and industry to meet the needs of the diverse student population and the changing health care industry.

2. Plan and conduct faculty workshops to integrate academic and vocational education curriculum.

3. Establish the Statewide Health Occupations Advisory Committee which is composed of secondary and postsecondary educators, industry representatives and labor organizations and community leaders.

4. Conduct job analyses and facilitate the development of certification programs.

5. Develop model curricula which foster critical thinking, problem solving, leadership and academic skill attainment utilizing methods appropriate for special populations.

6. Develop marketing strategies to promote access to and retention in health occupations for heretofore underrepresented peoples in health occupations.

Rationale

1. Regional consortia are needed to efficiently strengthen curriculum and instructional strategies and reinforce linkages between secondary and postsecondary systems.

2. The Community Health Occupation Curriculum/Advisory Committee provides the infrastructure to maintain a consistent forum to systematically assess and plan for relevant educational programs to continue to meet the needs of industry.

3. The development of model curricula is essential for the maintenance of quality care in a dynamic health care industry.

The health care system is rapidly changing, new occupations are emerging and expanding to meet new demands. The education sectors must be able to respond to these changes by developing model curricula that provide core building blocks for occupations in transition.

Expected Outcomes

1. The number of faculty and staff trained in curriculum development and instructional strategies, which integrate academic and vocational competencies into a coherent sequence of learning to meet industry standards, will be increased.
2. The number of courses reviewed, revised and developed to reflect academic and industry skill competencies will increase.
3. Student access will increase due to greater coordination of course offerings providing a sequence of learning for entry level and returning program participants.

Industrial Technology

Planned Expenditures	**1994-95**	**1995-96**
Professional Development*	$ 300,000	$ 300,000
Curriculum Development*	200,000	200,000
Advisory Committees/Linkages	12,500	12,500
Student Leadership	126,990	126,990
Totals	**$639,490**	**$639,490**

***Sixty percent is designated for developing campus-based programs.**

State Priorities To Be Addressed

1. Integration and sequencing of academic and vocational education curriculum.
2. Curriculum and program strategies reflecting workplace needs.
3. Instructional and support services responsive to the needs of students who are members of special populations.

Goals

1. Improve faculty and student technical and leadership skills through intensive training, internships and student competitions.

2. Provide extensive training to effectively design and implement relevant, sequential and integrated programs of learning which encourage student access and success, eliminate sex bias, and meet industry standards.

3. Establish pilot projects to develop and/or replicate successful model curricula that enable students to enter and progress in the workplace and/or transfer to four-year programs.

Activities

1. Establish teacher internships and state officer training.

2. Conduct VICA - Skills Olympics.

3. Conduct aviation student competition.

4. Establish student and faculty internships in aviation repair and maintenance facilities in partnership with United Airlines.

5. Develop model core curricula for industrial technology programs that include a sequential and integrated course of study and reflect workplace needs.

6. Conduct inservice programs for faculty to improve their knowledge of new and emerging technologies and their knowledge of industry standards.

7. Establish regional coordination mechanisms to improve communication, reduce duplication and maximize resources.

Rationale

1. Leadership is an integral skill in both the educational programs and in the workplace. The State Officer Training program and competitions increase leadership skills and increase employer's awareness of the students ability, academic and work skill attainment. Internships enhance faculty and student skills, increase relevance of the education to the workplace and provide students with greater exposure to all aspects of the industry.

2. The statewide needs assessment indicates a strong need to improve faculty skills in integrating academic competencies into vocational courses and improving course sequences to meet industry standards. This requires knowledge of content, industry standards, collaboration with arts and science faculty, instructional technology and methodology and strategies to

increase student access and success. Pilot projects to develop or replicate successful models are needed as well as regional coordination.

Expected Outcomes

1. Student and faculty technical and leadership skills will improve.
2. Programs will demonstrate greater relevance to the workplace and broader aspects of the industry.
3. Model curriculum will be developed, a higher level of integration of academic competencies will be demonstrated, and course sequences will be improved.
4. Faculty will utilize new technology and improve their knowledge of industry standards.
5. Regional coordination will enhance communication, reduce duplication and maximize resources.

Public Safety Education

Planned Expenditures	**1994-95**	**1995-96**
Professional Development*	$ 180,000	$ 180,000
Curriculum Development*	120,000	120,000
Linkages	12,500	12,500
Totals	**$312,500**	**$312,500**

***Thirty-three percent is designated for developing campus-based programs.**

State Priorities To Be Addressed

1. Integration and sequencing of academic and vocational education curriculum.
2. Curriculum and program strategies reflecting workplace needs.
3. Instructional and support services responsive to the needs of students who are members of special populations.

Goals

1. To increase the number of faculty trained in pedagogy and instructional strategies to integrate academic and vocational competencies to meet industry standards.

2. To review, revise and develop courses and curricula to assure integration of academic and vocational competencies relevant to the workplace.

3. To utilize technical advisory committees to develop and/or provide industry standards and improve linkages amongst training providers and employers.

Activities

1. Professional development and curriculum development workshops.
2. Curriculum development, review and revision.
3. Technical advisory committees.

Rationale

Faculty need professional development in instructional methodology and strategies to integrate academic and vocational competencies, meet industry standards and utilize technology. Curriculum development, review and revision requires time for faculty within the colleges as well as collaboration within regions and statewide to work together. Model programs need to be developed to meet industry standards which are well articulated with employers statewide. Course offerings need to be coordinated to provide student access to a coherent sequence that meets entry level training and retraining needs of employers.

Expected Outcomes

1. The number of faculty and staff trained in curriculum development and instructional strategies, which integrate academic and vocational competencies into a coherent sequence of learning to meet industry standards, will be increased.

2. The number of courses reviewed, revised and developed to reflect academic and industry skill competencies will increase.

3. Student access will increase due to greater coordination of course offerings providing a sequence of learning for entry level and returning program participants.

STATE'S LABOR MARKET INFORMATION SYSTEM

The California Employment Development Department provides statewide analysis of the labor market in a quarterly "Labor Market Conditions in California" report. 403.32(b)(6) 113(b)(7)

The labor market information presented in this report is collected on a monthly basis by the Labor Market Information Division, as an agent for the United States Department of Labor, Bureau of Labor Statistics (BLS), following prescribed BLS procedures.

The Current Population Survey (CPS) and Current Employment Statistics (CES) surveys measure levels of employment through monthly surveys. The CPS contacts 47,000 households nationwide each month, including 4,300 households in California. This survey collects information on the employment status of each member of the household aged 16 or over. Employment is defined by the CPS as the number of people who are working. People who are working at more than one job are counted as employed only once.

The CES survey contacts 37,700 businesses in California each month and collects information as to the number of jobs on the payroll for that month. The CES presents employment by industry. People who hold more than one job are counted once for each job.

The Local Area Unemployment Statistics (LAUS) data is estimated using a prescribed multistep estimation process, incorporating a variety of information including CES survey data, agricultural employment, and unemployment claims data for local areas, among other sources. These data are adjusted by a ratio between CPS and the sum of area employment estimates.

How LEAs Use Funds For Occupationally Specific Training

LEAs determine the specific use of funds for occupationally specific training based on the following:

1. Statewide priorities.
2. Special populations' needs.
3. Labor market information.
    a. Locally generated.
    b. Provided by the state.
    c. Provided by private sources.

Each LEA provides a description of its occupationally specific training targets with supporting labor market information within the local plan/ application.

All schools and colleges are required to prioritize expenditures for vocational education programs based upon the concentration of students who are members of special populations. Once programs are selected on this basis, the schools and colleges must describe how each program area reflects the needs of the labor market. All plans must include a local labor market analysis and address the supply and demand data available for each program designated for funding if there is not a demonstrated high labor market need.

The primary methods used to examine the extent to which the programs respond to the local labor market include:

1. The use of program advisory committees composed of representatives from business, industry, and special populations.

2. Employment projections provided by the EDD.

3. Follow-up studies of program completers.

4. Information provided through the California Coordinating Occupational Information System (CCOIS).

The CCOIS collects, analyzes, and disseminates local occupational information that is needed for occupational program planning, career decision making, and economic development.

The CCOIS system consists of two components: employment information and training information.

- Employment information is based on occupational projections and local employer responses to an occupational survey and provides information about the outlook, entry level qualifications (training, experience, skills, etc.), wages and benefits, recruitment methods and hiring practices, and major employing industries for significant occupations in the local labor market.

- Training information consists of information about local schools and training programs, annual training supply, and job placement rates of the training programs that prepare workers for the local labor market.

The CCOIS is based on partnerships between state and local agencies that use occupational information and between local CCOIS sites and the EDD.

- A CCOIS site usually is a JTPA program Service Delivery Area, but it can be any locally agreed to entity such as a county economic development agency, educational institution, or other organization.

- CCOIS sites produce occupational supply and demand reports that contain specific standard occupational information. To ensure that the system meets local community needs, CCOIS site staff are advised on the preparation and dissemination of occupational information supply and demand reports by education and training program planners, career counselors, employers, social service agency administrators, and other representatives of the occupational information user community.

- EDD provides technical assistance and operating funds to the local sites and administers the program statewide.

- State policy guidance on the administration of the system is provided by the California Occupational Information Coordinating Committee (COICC).

The CCOIS has been implemented in 23 sites which cover 37 counties or approximately 82% of the state's labor force.

- Nine sites provide both employment and training information.

- Fourteen sites are funded to provide employment information only.

Eligible recipients are also provided the quarterly Standard Metropolitan Statistical Area Report from EDD that provides a comprehensive review of the local and regional labor market.

403.32(b)(7)
113(b)(9)

SUMMARY OF PROGRESS IN ACHIEVING GOALS OF PERKINS FUNDED PROGRAMS DESCRIBED IN 1990-94 STATE PLAN

SECONDARY

Agricultural Education

1990-91

The Agricultural Education Unit conducted professional development activities, both inservice and preservice, for present and future teachers of agriculture. This program resulted in area and state workshops which included approximately 75% of the teachers of agriculture statewide. Another area of concerted effort in 1990-91 was curriculum development with model curriculum outlines being completed for animal science, plant science, and ornamental horticulture. The analysis of activities and accomplishments this year served as a basis for the development of the State Plan goals and objectives for agricultural education in 1991-94 under Carl D. Perkins Reauthorization.

1991-92

Integration of science and agriculture instruction, along with assistance to schools involved in restructuring, provided the primary focus of activities in 1991-92. The development, delivery, and implementation of materials and strategies for teaching agriscience was delivered to teachers statewide. School restructuring began in schools which emphasized academy models. Curriculum expansion was undertaken with the development of agribusiness and agricultural mechanics clusters, as well as performance standard definition for all areas of agriculture.

1992-93

Curriculum development was the primary accomplishment in 1992-93. Through extensive involvement of teachers, administrators, and industry representatives drafts of the Agricultural Education Framework for Grades K-12, Agricultural Awareness Framework, Agricultural Career Exploration Framework, and the Integrated Agricultural Biology course were developed. In addition to this curriculum effort, field-testing of components of the student assessment/certification system and program improvement/certification system were field-tested. As a result of activities undertaken to improve agricultural education from 1990-1993, student enrollment grew by 18% statewide.

1993-94

Program improvement/certification, curriculum framework and performance standards dissemination, and professional development were the focus of efforts this year. Through delivery of a coordinated series of professional development workshops and seminars, current and future teachers, administrators, and counselors improved their understanding and skills in integration, program design and delivery, student access and retention, and evaluation of student performance. Special emphasis was placed on the new Agricultural Education Framework Grades K-12 and evaluating and improving the preservice education program.

Business Education

1990-91

The Business Education Unit completed business and industry research and job market analyses necessary to develop the new Business Education Framework/Performance Standards. Staff development activities included conferences, workshops and institutes on implementation of the Framework, instructional strategies for special populations, and program certification. CDE also sponsored a statewide Designated Subjects Credential Program. Operation of the Program Certification System resulted in 40 sites being identified as Programs of Excellence. In partnership with the Industry Education Council, the Business Education Unit certified 700 students who had successfully completed the employability assessments.

1991-92

Development of the Business Education Framework continued with the identification of performance-based standards for the four career path clusters (Computer Science and Information Systems, Business Management, Accounting and Finance, and Marketing) based on the needs and recommendations of business and industry. Integrated performance activities were developed for selected standards in the Framework. Statewide workshops and conferences featured strategies for restructuring Business Education. The Business Education Unit assisted Far West Laboratory with development of performance-based student assessment resources. A Business Education Tech Prep Resource Consortium was established with Central Coast Articulation Group (CCAG). Operation of the Program and Student Certification Systems was continued.

1992-93

The performance standards for the four career path clusters in the Business Education Framework were validated by representatives of business and industry. Integrated performance activities were developed for the Business Technology Core, Computer Science and Information Systems, Marketing, and Entrepreneurship standards. Course sequences were identified for the four career path clusters including tech prep. Conferences and statewide workshops provided staff development activities for integrated curriculum, tech prep, and course sequences. The Business Education Unit assisted Far West Laboratory with the development of student/teacher guidebooks for student assessment portfolios. Provided statewide Tech Prep Networking Conferences linking the Business Education Consortium with local tech prep consortia. Collaborated with BW Associates in the development of industry standards for telecommunications and banking.

1993-94

State/national standard development projects were reviewed, and business/industry input was utilized to revise and update the performance standards in the Framework. Development of integrated performance activities for Business Management and Accounting/Finance career path clusters continued. Statewide workshops on integrated curriculum development were provided. Demonstration sites with interdisciplinary teams that have implemented an integrated curriculum for the Framework were sponsored. Employment Readiness Tests were revised to include the new performance standards and authentic assessment resources. Linkages were expanded between the Business Education Tech Prep Consortium and local tech prep consortia. Improved guidance resources and intervention strategies for special populations were developed. DECA/FBLA Instructional Guides were revised to include the new Framework Standards.

California Youth Authority

1990-91

While this was primarily a planning year for vocational education program improvements to be made with the Perkins funds, 3,780 youthful offenders were served by CYA's vocational education programs. Other major accomplishments include updated curricula, staff development, advisory committee development, an improved career assessment and guidance program and the formulation of a plan to develop linkages with business and industry to strengthen the vocational programs.

1991-92

Some 109 career-vocational programs in Agriculture, Business, Consumer-Homemaking, and Industry and Technology were conducted for 8,241 students (including 273 females) in 11 CYA institutions. Business and industry linkages were established with Apple Computer, Barry Paulson Boat Center, Rockwell International and Trans World Airlines to provide for teacher inservice, student scholarships, worksite learning experiences, and instructional equipment and materials related to specific programs.

1992-93

Major accomplishments include the development of an interagency agreement with the Merced County Probation Department to develop a program for juvenile offenders; development of a transition to college program for released offenders in San Diego County; new vocational programs at four CYA sites; implementation of the second year of a three year program to expand the use of technology as a strategy for integrating academic and vocational education in all of CYA's vocational education programs; completion of a number of gender equity projects at the coeducational Ventura School; completion of staff development projects in specific trade areas, employability skills, effective teaching, and special education; improved equipment at five sites; development of a departmental plan for a certified work experience education program whereby eight students received grant assisted technical certification from Apple Computers and sixteen students received AWS welding certificates; and, the completion of an effort to provide for program standardization and certification.

1993-94

Major accomplishments included completion of a series of staff development "Best Practices" workshops for approximately 124 vocational educators; an upgrade of the Employability Skills II curriculum guide; completion of a special education and career-vocational education network project and production of a resource guide for use at all sites; expansion of vocational opportunities for wards paroling from the institutions; development of a partnership with a local juvenile agency to provide training for juvenile offenders under its jurisdiction; completion of the three phase project to expand computer and media technology to all career-vocational programs; development of four new vocational education programs; upgraded instructional equipment in at least ten existing vocational education programs; increased numbers of programs with VICA chapters; increased numbers of gender equity activities; and, increased numbers and effectiveness of trade advisory committees.

Community Based Organizations

1990-91

High-risk students were the focus of this year's funding and vocational education support services were provided to 358 teen parents/ homemakers. Eight community-based organizations cooperated to provide such services as: career guidance, outreach, child care, transportation, mentors, role models, tutoring, self-esteem building, general employability skills and job placement.

1991-92

Vocational education support services to high risk students increased to approximately 1,200 students and 35 community based organizations during this year. Teen parents and out-of-school youth were the majority of students served. The services provided included: outreach activities, assessment, career guidance, workplace learning experiences, mentors, role models, tutoring, self-esteem building, basic skills, employability skills and job placement. Many programs experienced a marked increase in job placement and retention.

1992-93

Services to eligible high risk students increased even further during this period to equal 3,512 in total. The ability to serve this increased number of clients was due largely to the extraordinary effort of eligible recipients to establish local community agency and business consortia. These collaborative efforts have resulted in an increase of support and educational services that allow at-risk students to return to school and attain skills that facilitate the transition from school to work.

1993-94

Increased numbers of severely economically and educationally disadvantaged youth received support services and pre-vocational training in order to enter and successfully complete vocational education courses and transition to work. Local education agencies and community-based organizations had continued federal encouragement to collaborate to serve at-risk and out-of-school youth.

Consumer and Homemaking Education-Title III-B

1990-91

An instructional resource, Vision: Home Economics 2000, was developed and disseminated to assist Consumer and Homemaking Education (CHE) instructors develop foundation courses for career path clusters. An additional instructional resource designed to improve instruction in consumer housing, entitled Housing and Living environments, was also developed and disseminated. Professional development activities focusing upon the topics of consumer housing; child growth and development; food and nutrition; consumer education, strategies for assisting residents from economically depressed areas (EDA); and elimination of sex bias and sex stereotyping were conducted for more than 1,300 current and future CHE instructors. A process for the certification of quality CHE programs was developed and field-tested. Future Homemakers of America-Home Economics Related Occupations (FHA-HERO) leadership development activities were planned and conducted for more than 600 teachers/advisors and 4,000 students/members.

1991-92

A curriculum resource guide entitled "Fibers, Fabrics, and Fashions" emphasizing the consumer aspects of fashion and clothing was completed and disseminated. Professional development activities included workshops and seminars focusing on the role of CHE in Tech Prep programs; redesigning CHE programs for restructured middle and high schools; consumer education; nutrition and wellness; integrating FHA-HERO into classroom instruction; elimination of sex bias and sex stereotyping; instructional strategies for single parents, disabled students, and those from economically depressed areas and interdisciplinary teaming and instruction. Model performance standards for CHE in grades 6-8 and 9-12 were revised. A project using distance learning to provide home economics teacher education course work was conducted. More than twenty-five sites were involved in one or more phases of program certification work. A task force was convened to develop a comprehensive CHE core and to identify possible courses that could address the college entrance requirements and/or advanced placement at the postsecondary level. Future Homemakers of America-Home Economics Related Occupations (FHA-HERO) leadership development activities were conducted at four levels to serve more than 600 teachers/advisors and 4,400 students/members.

1992-93

A curriculum document entitled Individual and Family Health was completed, printed, and disseminated; this document addresses the topics of nutrition and wellness as well as provides strategies for CHE instructors to use in teaching health courses that meet local graduation requirements. Professional development activities included workshops on topics including individual and family health; consumer credit; redesigning middle grade programs; interdisciplinary instruction; and services for economically depressed area (EDA) populations. A research study designed to project the need of qualified CHE instructors within five years was completed. Model performance standards for eight content areas, including leadership, were devised for introductory and advanced levels of CHE; the standards were cross-referenced with academic content areas. A draft copy of a home economics curriculum framework document was completed. A Teacher Education task Force was convened to address alternative approaches to prepare a supply of qualified CHE instructors and to suggest revisions in the current credentialing process. A task force comprised of CHE nutrition instructors and science teachers developed the content and identified resources for a nutrition science course to satisfy the elective requirement for college/university entrance. Future Homemakers of America-Home Economics Related Occupations (FHA-HERO) leadership activities at the local, region, state, and national levels were planned and conducted/coordinated for approximately 600 teachers/advisors and 4,900 students/members.

1993-94

Model performance standards and a curriculum framework for Consumer and Homemaking Education were completed and disseminated professional development activities were conducted to focus on the topics of consumer economics; implementing a CHE comprehensive core to support home economics career path clusters; redesigning instruction in middle grade home economics programs; nutritional science; interdisciplinary curriculum design and instruction; and empowering teachers and students with leadership skills. The prototype of a statewide nutritional science course, including guidelines for resource selection and course implementation, was completed and disseminated. A leadership institute was conducted to prepare thirty (30) CHE instructors to interpret the vision for CHE and to provide technical assistance. Future Homemakers of America-Home Economics Related Occupations (FHA-HERO) leadership development activities, including competitive activities, legislative awareness, and peer tutoring were planned and conducted for teacher advisors and students/members. A monograph cross-referencing CHE life management skills with SCANS and describing its role in preparing students to become members of the work force was prepared and disseminated.

Guidance and Counseling

1990-91

During the 1990-91 school year, a K-12 statewide conference on career education was planned and conducted. Four regional workshops were conducted in cooperation with the military to provide students with information on careers, financial aid, career options, and military lifestyles, with particular attention to military careers for women. Professional development activities included a leadership conference for new counselors which emphasized career guidance strategies and a conference for county coordinators of guidance. The Career Information Delivery Systems Handbook was published and disseminated.

1991-92

The K-12 statewide career education conference was planned and conducted, as was the annual leadership conference for county coordinators of guidance. A series of briefing papers was prepared on career cluster programs utilized by high schools involved in the statewide school restructuring effort. Eleven regional workshops were conducted on the role of guidance and counseling in the restructuring process.

1992-93

Annual statewide leadership conferences were held on career education. The focus of professional development activities was on providing technical assistance to local education agencies on the development of comprehensive guidance and career development programs.

1993-94

The major focus of the 1993-94 school year was to assist eligible recipients plan, develop and implement a comprehensive guidance and counseling program at the local level. Efforts were primarily directed through ten designated County Superintendent regions, with all meetings designed to increase capacity building among the participants.

Health Careers Education

1990-91

The health careers goals were established as a basis for the development of the state plan objectives and activities for the years 1991-94.

1991-92

The first draft of career guidance modules for the middle schools and the career guidance interest inventory for high school students were completed and ready for field test. Work was initiated on integrated curriculum with science, and language arts. Thirty five schools were identified as initiating a health careers path and were linked as networking schools with professional development workshops and newsletters. Performance-based assessment components, including, portfolio, student project, and scenarios, were completed and pilot tested for the Health Care Information Systems cluster.

1992-93

The health careers path development was continued with the selection of 11 developmental model sites that will have the responsibility for creating cross discipline integrated performance-based projects for grade 10, integrated projects for feeder middle schools and articulated curriculum with local community colleges and universities. The work will be built around the academic and health careers frameworks and model curriculum standards that are either completed or in process. All of the work will be evaluated using performance-based assessment strategies. Leadership for the developmental site curriculum and assessment development and accompanying program strategies will be provided by the Health Careers Tech Prep Resource Center selected and funded through a competitive process.

1993-94

The health careers path development continued with the addition of cross-discipline integrated performance-based projects and accompanying performance-based assessments for grade 11 and the addition of guidance and counseling components and support materials for middle school, 10th and 11th grades. Networking among and between the developmental sites and the Resource Consortium was facilitated by the initiation of an electronic networking system. The replication process materials and resource development began with the outline for a "Replication Guide," the creation of a video and other resource materials and services.

Home Economics Related Occupations - Title II-A

1990-91

Draft copies of two resource guides were prepared: Home Economics Career Guide and Vision: Home Economics 2000 to assist Local Educational Agencies (LEAs) implement high school restructuring. Professional development activities that focused on Food Service and Fashion were planned and conducted for more than 150 participants; the seminars and institutes were planned in cooperation with business and industry. An assessment system was designed to measure student competency in the Child Development and Education and Food Service and Hospitality career path clusters. Future Homemakers of America-Home Economics Related Occupations (FHA-HERO) leadership development activities were planned and conducted for more than 600 teacher advisors and 4,000 students/members. A program certification system to measure quality in home economics programs was developed, refined, and field tested.

1991-92

Instructional resources developed for LEAs included educational paths for eight career path clusters to assist program instructors with developing a coherent sequence of courses. A draft of a career path planner was field tested by program instructors to provide career guidance to students. Model performance standards that reflect the needs of business and industry were revised and/or developed for eight occupational clusters: Child Development and Education; Consumer Services; Family and Human Services; Fashion Design, Manufacturing, and Merchandising; Food Science, Dietetics, and Nutrition; Food Service and Hospitality; Tourism, and Recreation; and Interior Design, Furnishings, and Maintenance. Professional development activities were planned and conducted for more than 300 current and future instructors that focused on the Food Service and Hospitality; Child Development and Education; and Fashion Design, Merchandising, and Manufacturing career path clusters. Student assessment instruments including portfolios, projects, and written scenarios were further developed and pilot tested for the Child Development and Education career path cluster. Five programs were certified based upon established quality criteria. Future Homemakers of America-Home Economics Related Occupation (FHA-HERO) leadership development activities were planned and conducted for over 600 teacher/advisors and 4,400 students/members at chapter, region, state, and national levels.

1992-93

The resource guide entitled Vision: Home Economics 2000 was revised to include updated sample educational sequences for eight (8) occupational clusters, sample course outlines, and resources for articulation. Career path planners to assist program instructors and counselors to provide guidance and counseling services to students were printed and disseminated. Professional development activities included seminars on Food Service and Hospitality; Child Development and Education; Fashion Design, Manufacturing, and Merchandising; and Interdisciplinary Curriculum and Instruction. Business and industry task forces were convened to validate model performance standards to reflect skills needed by future workers to enter eight (8) industries, including: Child Development and Education; Consumer Services; Family and Human Services; Fashion Design, Manufacturing, and Merchandising; Food Science, Dietetics, and Nutrition; Food Service and Hospitality; Tourism, and Recreation; and Interior Design, Furnishings, and Maintenance. A model curriculum framework for home economics that included the philosophy of home economics; establishment of career pathways; sequence of courses; and other resources was developed. Future Homemakers of America-Home Economics Related Occupations (FHA-HERO) leadership development activities, including competitive activities, were conducted for more than 600 teachers/advisors and 4,900 students/members. A research study to identify the projected need for instructors in eight career path clusters within five years was conducted.

1993-94

The home economics curriculum framework and models performance standards for eight career path clusters, including cross-referencing with academic subject areas, were completed, printed, and disseminated. Professional development activities included industry updates for current and future instructors, and advanced training seminars on interdisciplinary curriculum and instruction. A leadership institute for twenty selected secondary and postsecondary instructors was conducted to train them to interpret the vision for home economics and to provide technical assistance. Approximately 100 sites were involved in one or more phases of program certification. The home economics teacher education core curriculum was revised and completed. Student assessment activities for Food Service and Hospitality were initiated. Future Homemakers of America-Home Economics Related Occupations (FHA-HERO) leadership development activities at local, region, state, and national levels were planned and coordinated for over 650 teachers/advisors and 5,000 students/members. The development of promotional materials, including media, was initiated.

Industrial and Technology Education (ITE)

1990-91

During the 1990-91 fiscal year, the Industrial and Technology Education unit reviewed its past priorities in relationship to the new Perkins State Plan with representatives from industry, school administrators, counselors and teachers. Based on this review, the goals and objectives were developed for the next three year state plan.

1991-92

Staff development was a key method used to meet Perkins funded program goals. Equal access for all youth and adults in ITE programs, as well as increasing the sensitivity of teachers and counselors to the culturally diverse, special population students was addressed by seven Public Works Career Days with related publications for over 1,000 students, as well as other activities. Progress was made improving, expanding, and updating industrial and technology teacher education programs to ensure an adequate supply of well-prepared future instructors and upgrading the educational, professional, career, and occupational skill proficiency of existing and future instructional staff.

Forums at California State University, Los Angeles and California State University, Sacramento for instructors/administrators and student teachers discussed the need for new and replacement instructors to teach courses in the Industrial and Technology major, with particular emphasis placed on recruitment of students and instructors from the minority community. To improve the performance of industrial and technology education programs in meeting the "Criteria for Excellence in Industrial and Technology Education in California," Program Certification, a process of program and student review, and self-evaluation was field tested at several sites. Training and technical assistance supportive and integral to the new integrated curriculum was provided to California VICA chapters through regional and special workshops and through coordination of regional, state and national skills competition. ITE staff worked cooperatively with Far West Lab during the revision process. Writing groups of each cluster were assembled and met regularly to refine the revised framework/standards and integrated performance activities.

1992-93

Upgrading ITE instructor's skill proficiency and teacher education programs continued to be an important function in 1992-93. A project was developed with American River Community College to expand and improve teacher inservice for the community college level. California State University, Chico teacher training students were brought up-to-date on the middle school Exploring Technology Education program and the direction of the program within the state. Coordination of the education program for the Middle School Add On Credential for Exploring Technology Education provided teachers with the opportunity to become part of the ITE Continuum, while expanding their industrial and technology training for the middle school population. Establishing a sequence of courses that are articulated and interdisciplinary between secondary, ROC/P, adult schools, and community colleges to assure the continuity of the industrial and technology education program for all students was met by the many activities involving the Tech Prep program. Work towards improving the performance of industrial and technology education programs in meeting the "Criteria for Excellence in Industrial and Technology Education in California" began with the California Learning Assessment System (CLAS) through workshops and meetings. As part of a joint process with Western Association of Schools and Colleges (WASC). ITE staff participated in assessment training workshops for the purpose of program certification and WASC accreditation. Far West Labs and ITE staff worked cooperatively to develop performance based assessment for all industrial and technology education subject matter areas. Training and technical assistance supportive and integral to the new integrated curriculum was provided to California VICA chapters through regional and special workshops and through coordination of regional, state and national skills competition. Much work was done to revise the K-14 Industrial and Technology Education Framework and Performance Standards. ITE staff continued to work cooperatively with Far West Lab during the revision process.

1993-94

Many projects reached the final approval and implementation stage. The K-14 Industrial and Technology Education Framework and Performance Standards were finalized and are awaiting State Board approval. Development of the Work Experience Education Curriculum Implementation and Strategies Guide was completed. Workshops and seminars throughout the state addressed Total Quality Management, subject matter updates, and emerging issues for a comprehensive approach to ITE. ITE staff worked with California State University, Long Beach to coordinate Exploring Technology Education classes and the add on certificate education program. California State University, Los Angeles, technology and engineering staff worked with ITE staff to develop a model curriculum for the preparation of I&T teachers. Staff have worked to certify several more I&T education programs with the Program Certification process. Seven presentations on Program Certification resulted in interest from 20 programs. Work continued with Far West Labs to implement assessment and program evaluation processes at a growing number of ITE programs. Coordination of California VICA regional and state contests received much emphasis. Leadership workshop for advisors and state officers were critical to the implementation of Total Quality Management and other state and national initiatives.

Sex Equity/Single Parent/Displaced Homemaker

1990-91

An increased number of school districts received sex equity grants and single parent/displaced homemaker grants over previous years. Some districts received demonstration grants for piloting model programs. Community college districts received grants for sex bias elimination, single parents/displaced homemakers, and women in trades. Data collected from the districts suggested that programs were successful, especially the demonstration projects.

1991-92

Grants were distributed on a competitive basis and included programs for single pregnant women. All grants were demonstration grants. The response from districts on program success was strongly positive, especially for summer programs. Student conferences and teen parent programs were especially successful. The LINKS project was initiated in community college districts to coordinate with secondary school projects designed to encourage women interested in technical careers.

1992-93

As a result of the previous year's successes, student conferences were expanded to include Asian American/Pacific Islander and Native American conferences. The number of teen parent grants and MECCA grants for females interested in technical careers were increased. The linkage between MECCA and LINKS projects across secondary-postsecondary systems was so successful that the number of grants made available was increased. Occupationally specific grants were introduced to train females as aviation mechanics; these grants were made available to community colleges as well as school districts. Results were very encouraging.

1993-94

Grants were more focused on specific occupations and vocational training. Teen parent projects required a percentage of students to be enrolled in a vocational course of study and emphasized service delivery in the comprehensive high school. Programs for hazardous waste technicians were developed in collaboration across secondary and postsecondary systems and the LINKS-MECCA high tech preparatory program was expanded.

Special Populations

1990-91

During 1990-91 significant progress was made toward increasing the numbers of career-vocational education teachers, counselors, and administrators participating in staff development. A particular focus was placed on the needs of students who are members of special populations. Over 1,000 teachers were trained in teaching strategies for special populations students and regional workshops were held throughout the state, in addition to on-site visits. One outcome area that was specific to students completing career-vocational education programs and successfully transitioning to work was the area of identification of each student's need for support services through preparation and implementation of an individual assessment/career-academic plan which encompasses the student's entire program.

1991-92

During the 1991-1992 period, significant increases in the enrollment of special populations students in vocational education courses occurred. This was true in all three categories—handicapped, disadvantaged, and limited English proficient students. Progress was also made toward specific objectives for special populations in each of the program areas of agriculture, business education, health, home economics, and industrial and technology.

1992-93

Staff development continued to be a major focus during this period. Statewide workshops were conducted to inform administrators and teachers of their responsibility to serve the needs of students who are members of special populations, methods for annual program reviews and evaluations, and means for accomplishing the objectives set forth for these students. Emphasis was also placed on clarifying the appropriate use of the Carl D. Perkins funds for these special populations. Additionally, at the end of this period, a field Ad Hoc Committee on Special Populations was formed. Its purpose was to discuss issues related to the provision of mandated services under the Perkins Act to special populations students. Accomplishments include: 1) coordinated sign-off on local plans/applications by representatives of all special populations groups, 2) incorporation in the on-site compliance review, items for sign-off by the Committee members on the approved application, and 3) involvement in needs assessment statewide.

1993-94

Coordination and collaboration between state agency personnel that work with special populations students was the emphasis for the year. The Ad Hoc Committee on Special Populations, composed of representatives of transition programs, special education, vocational education, and various field practitioners and members of special needs associations, met regularly. A state agency staff member was designated as a statewide liaison for special population services. The committee provided advice and recommendations on implementation of programs and services for special population students.

Work Experience Education

1990-91

During the 1990-91 fiscal year, the Work Experience Education program reviewed its past priorities in relationship to the new Perkins State Plan with representatives from employers, school administrators, work experience coordinators, and teachers. Based on this review, the goals and objectives were developed for the next three year State Plan.

1991-92

Development of the Work Experience Education Model Curriculum Standards and Program Framework was initiated and a draft was written. The Work Experience Education Handbook was also started and a draft copy was completed. Local education agency staff professional development was conducted throughout the state to ensure that personnel were current with present laws and issues.

1992-93

During the 1992-93 fiscal year the Work Experience Education Model Curriculum Standards and program Framework Document was edited for publication in the 1993-94 fiscal year. Work Experience Education portfolio development for use as a performance-based assessment instrument was initiated. The Work Experience Education Handbook was edited and will be completed in the 1993-94 fiscal year. Professional development focused on collaboration with academic, vocational, and special population programs to facilitate an effective transition to work delivery system.

1993-94

Developmental work was completed on the Work Experience Education Handbook, the Work Experience Education Curriculum Standards and Program Framework, and the Work Experience Education portfolio for use in the field. A cadre of practitioners was formed for Work Experience Education and Work Permit technical assistance to facilitate the improvement and updating of school-to-work transition delivery systems.

POSTSECONDARY

Agriculture

1990-91

Under the prior Vocational Education Act, agricultural education has been focused on staff inservice training, program improvement, and student leadership development. To provide instructors of agricultural education classes knowledge about new technologies and be able to incorporate them into the curriculum, training was conducted at two statewide conferences. This allowed graduates to acquire the skills, knowledge, and attitudes needed for immediate employment.

1991-92

The Chancellor's Office Inservice Training objectives were to:

1. Provide instructors with an opportunity to learn about new technological advances in agriculture.
2. Provide instructors with an opportunity to enhance their technical skills in conjunction with business and industry internships.
3. Coordinate professional development opportunities for agriculture and natural resources instructors.

Program improvement was accomplished in three phases: needs assessment, curriculum review and revision, and program promotion. Student Leadership Development annual project provided a number of community college agriculture student organizations an opportunity for continuing education in leadership development.

1992-93

The Model Programs to provide faculty and curriculum development and student leadership were developed and implemented. The Technical Advisory committee assisted in developing program standards to meet industry requirements.

1993-94

Programs continued to build upon the positive models begun in 1992-93 with greater emphasis placed on technical preparation, outreach, and articulation. Program standards were disseminated and assistance was planned to enable implementation at the local level. Attention is still needed in integrating academic and vocational competencies as indicated by the statewide needs assessment.

Business Education

1990-91

Many business education faculty from community colleges statewide benefited from VEA funding. Projects funded had significant results for the faculty and administration of the California Community Colleges, with ultimate benefit to the students of the colleges. The Chancellor's Office has successfully been able to provide program improvement, staff development, leadership, and internship program for business education.

1991-92

A total of 53 colleges and two college districts participated in the Statewide Community College Instructional and Administrative Telecommunications Model Network. This project had major impact on the curriculum and training of the business education faculty. It provided the opportunity for the development of a model telecommunication network that served as an instructional tool and as an administrative support system. In addition, a total of 56 professional development activities serving a minimum of 1,580 faculty members were conducted; 20 educators from the California Community Colleges participated in training in a leadership institute to upgrade teaching skills and provide training for their working in administrative and master teacher roles; 22 business educators participated in an internship program in business or other schools. The Model Curriculum Project provided a data base of over 1,500 course outlines in six program areas for use in creating new programs or updating existing ones.

1992-93

Programs providing staff development, curriculum development, technology usage in the classroom and workplace were provided through leadership funds awarded to Community Colleges. The technical advisory committee provided input and guidance in the planning of these programs.

1993-94

Programs in progress continued to build upon the positive models begun in 1992-93. In addition, a Business Plan for Business Education throughout the Community Colleges was developed. It is anticipated that this plan will improve course sequencing; enhance articulation with high schools and universities and improve workforce skills.

California Department of Corrections - Adult

1990-91

During the 1990-91 program year, the California Department of Corrections (CDC) expended $342,084 in funds from the Vocational Education Act of 1984 (Public Law 98-524) to continue the support of the Department's thrust to develop nontraditional vocational programs for women housed at the California Rehabilitation Center; California Institution for Women; and Northern California Women's Facility. Funds were also used to continue the monitoring, evaluation and program development of the vocational programs in all CDC institutions. Replacement and modernization of vocational training equipment in selected institutions were also accomplished. Program goals were met.

1991-92

Perkins funds were used to support the Department's thrust to develop nontraditional vocational programs for women housed at the California Rehabilitation Center, California Institution for Women, and Northern California Women's' Facility. In addition, Perkins funds were also used to support the following programs in the men's institutions: welding, silk screen, sewing machine repair, refrigeration and air conditioning, drafting, auto mechanics, and air frame. The Department of Corrections used Perkins funds to support 75% of its vocational training programs and serve approximately 1,992 inmates during this period. The program goals were met.

1992-93

The department continued to use Perkins funds to enhance its vocational training program through the purchase of up-to-date training equipment for selected vocational programs, provide staff development activities, support the on site welding certification programs, compliance review and advisory council meetings and site visitation.

Perkins funds were used to support 15 vocational training programs that served approximately 4,325 students in 13 male and female institutions. Through the 1992-93 program year, 80% of the Department's vocational training programs are being supported with Perkins funds. Projected goals were met.

1993-94

A major thrust was to increase relevancy of instruction to the world of work by updating antiquated equipment. In addition, special focus was placed in the development of programs which assist felons in their transition from incarceration to freedom.

Career Guidance And Counseling

1990-91

Professional development for career counselors was the primary focus of activity under the VEA. Projects included training counselor peer consultants and business and industry consultants to provide technical assistance to colleges. Regional forums included resources on integration of career information and career planning into the total counseling service system.

1991-92

The Chancellor's Office promoted the dissemination of the National Career Development Guidelines for community colleges. During 1991-92 projects focused on staff development activities which provided training on the uses of the guidelines at the postsecondary level. The Statewide Advisory Committee on Career Development goals for 1991-92 included the expansion of university representation on the committee and improved communication with business and industry.

1992-93

The concept to develop a California Institute for Career Development was initiated by career development providers of secondary, postsecondary and university education during 1992-93. The basis for this initiative was to encourage a statewide effort for a comprehensive network of training providers and training resources. The California Community Colleges supported the concept and provided extensive participation into the development of the institute. Staff development for community college counselors during 1992-93 focused on the relationship between education and business and industry and the local labor market. Business and Industry leaders were the primary speakers at a variety of workshops.

1993-94

The identification of technological communication systems available to community college career development providers and how to best disseminate information was a primary focus of 1993-94. The delivery of inservice training at a cost effective and in a more efficient manner was examined. Satellite for teleconferences, compressed video systems and computer networking were all taken into consideration. Continued emphasis on the National Career Development Guidelines prompted the development of training modules for implementation at the community college level. Recommendations for further training activities were suggested for the next two year plan.

Community Based Organizations

1990-91

The Chancellor's Office undertook many projects to provide vocational education programs and services. Through many of these projects, partnerships were developed with community based organizations to assist in strengthening vocational programs. Overall goals to be implemented with the assistance of community based organizations included:

1. Providing vocational training in new and emerging occupations.
2. Targeting persons who were unemployed, underemployed, or affected by economic dislocations or who had obsolete or inadequate skills.
3. Involving the business, industry, and labor communities in the support of vocational training programs.

1991-92

Specific partnerships were developed between community colleges and community based organizations. These partnerships allowed community colleges to respond to local needs by promoting new programs, high technology programs, consortia efforts, and innovative groupings of programs and services, and by securing facilities and equipment from business and industry. Model partnerships were responsible for adoption of the Chancellor's Office model programs in State supported programs, including efforts related to economic development and professional development efforts for the California Conservation Corps and other State and local agencies.

1992-93

Partnerships between community colleges, community based organizations, business, industry, government and/or public utilities provided outreach, guidance, assessment, education, and work skills to disadvantaged adults, including single parents, dislocated workers and other disadvantaged adults.

1993-94

Programs continued to build upon and expand the partnership models and services provided in 1992-93. Particular interest was demonstrated in programs for incarcerated women who are nearing the time for their release from correctional facilities to enable them to prepare for work, assume family responsibilities, and demonstrate good citizenship.

Consumer Home Economics

1990-91

The Consumer Home Economics Education State Advisory Committee was reinstated late in the spring of 1990 in order to address priorities of the Vocational and Applied Technology Education Act for Consumer Home Economics Education in California Community Colleges. The Consumer Home Economics State Advisory Committee is charged with the responsibility of setting the vision for the program and giving direction for the future, in order to give advice to the Chancellor's Office California Community Colleges. Professional development activities focused on increasing program offerings and quality in Consumer Home Economics Education including Consumer and Homemaking Education. A Fashion Symposium for student competition provided opportunities for students to take their portfolio to business and industry and awards were presented.

To provide for the coordination of the Consumer Home Economics Education program in California Community Colleges the state advisory committee proposed the design for the Center for Consumer Home Economics Education. The California Community College Home Economics Program Plan and Directory (1990) was disseminated to college faculty and administrators.

1991-92

The Center for Home Economics became a reality as a result of a grant awarded to Mount San Antonio College. The Center provided information and resources to forty one (41) colleges to implement programs and services with concentrated outreach programs in life management skills for economically depressed area residents. The Center coordinated the communication systems of COMPENDIUM, a quarterly newsletter about home economics issues and trends in California community colleges, and in addition supported the technology for the InfoNet interactive communication system and bulletin board.

1992-93

In addition to activities and services begun in 1991-92 twenty additional CHE Mini Grants were awarded to community colleges. The State Advisory Committee supported an update of the program review process, utilizing the program plan in conjunction with a site review. The California Community College Home Economics Program Plan and Directory (1992) was again updated to address new technology, industries and interdisciplinary strategies.

A new curriculum development grant was awarded to Los Angeles Mission College in the areas of Life Span/Life Management. This curriculum model will be an interdisciplinary care-giver curriculum: "an umbrella of core curriculum that addresses issues of care giving across the life span with a focus on life management and a career ladder leading to majors in child development, gerontology and human services".

1993-94

Twenty nine (29) colleges received new CHE Mini Grants to provide services which focus on the occupation of homemaking and quality of life. Services continued to target economically depressed area populations.

General activities were undertaken to formulate the vision for the future for Consumer Home Economics Education in California including surveys to a strategic planning retreat (Granlibakken Leadership 2000) by the State Advisory Committee. Other activities included Kaleidoscopic View State Conference; Program Plan Task Force; Content Area Forums; and the November 1993 Strategic Planning Retreat. Following a review of the state needs assessment, priorities were established by the CHE State Advisory Committee. Recommendations have been made to the COCCC for the California Plan for Vocational and Applied Technology Education Act.

Cooperative Work Experience

1990-91

The development of a Cooperative Work Experience Education Training Center was the focus for activity under the VEA. The Center provided all the professional development activities for CWEE coordinators and served as a clearinghouse for all information and resources available throughout the state. Based upon the success of the training center, the state recommended continued support for this work during the next 5 years of the Perkins Plan.

1991-92

A Peer Program Review Manual was developed and disseminated to every college during 1991-92. Peer Reviews for the purposes of program improvement, program enhancement, showcasing the program and networking could be arranged by request through the Cooperative Work Experience Education Statewide Advisory Committee. A Cooperative Work Experience Education teleconference was sponsored by the Training Center highlighting quality indicators, the peer program review process, and partnership programs.

1992-93

During 1992-93, the CWEE Statewide Advisory Committee conducted several Peer Program Reviews at community colleges. The reviews were found valuable and a commitment to the continuation of peer program reviews throughout the life of the Perkins Act was made by the committee. Exploration for the development of a database of cooperative education information was provided through a survey to CWEE program coordinators.

1993-94

Coordination and linkage of Cooperative Work Experience Education, career development and job placement was the focus for 1993-94. Models, strategies and possibilities for coordination were studied. Six colleges were selected as model sites for the integration of Cooperative Work Experience, career development and job placement. Attention to serving students who are members of special populations was also given. Other activities included the continued process of peer reviews and the ongoing activities of the Training Center including a revision of the Cooperative Work Experience Education Handbook.

Gender Equity

1990-91

The COCCC allocated 80% of all gender equity funds to colleges to overcome sex bias and stereotyping. Allocation was based on a formula tied to enrollment. Technical assistance was provided to colleges with the remaining 20% of funds for projects such as an annual training conference, regional workshops, development of a Quality Indicators manual and a documentation guide. The early stages of field testing and implementation of the Program Accountability Model (PAM) were also accomplished for the purposes of data collection and accountability.

1991-92

Grants to colleges were awarded competitively in keeping with the new Perkins requirements for Gender Equity funds. Fifty-eight (58) New Horizons projects ($2.3 million total) to assist Single Parents/Displaced Homemakers (SP/DH) to attain self-sufficiency and marketable skills through provision of supportive services were awarded, as well as 4 projects ($80,000 total) in the geographical areas of greatest need that served only displaced homemakers through community based organizations. Forty-nine (49) sex bias mini grants (for a total of $664,000) were awarded to improve campus climate and eliminate sex bias and stereotyping. Four (4) LINKS projects were funded as model programs to encourage women in math/science careers, and three (3) Step-Up projects were funded to encourage participation of women in the trades. Implementation of PAM was continued with the goal of 100% project participation being worked toward, and a statewide annual training for project directors was held to familiarize project implementation of the new Perkins requirements.

1992-93

All Gender Equity projects utilized PAM data collection and accountability software, and the final report is in progress. The statewide annual training for project implementors was continued to provide information on appropriate activities and uses of funds, as well as to disseminate project results. Successful first-year projects were continued and new projects were added, for a total of 66 New Horizons projects ($2,7 million), 10 LINKS projects ($300,000), and 46 sex bias mini grants ($800,000). The four (4) model projects to serve displaced homemakers through community-based organizations were continued for $80,000 in this second year of funding. Separate coordinating projects for New Horizons, LINKS, and Step-Up were established to provide needed technical assistance for these specialized areas and to maximize effectiveness of local projects. Efforts were made in all gender equity projects to emphasize nontraditional employment for women and men and to coordinate with local GAIN, JTPA, Consumer-Homemaking Education, and Tech-Prep programs to avoid duplication of effort and to maximize resources.

1993-94

All New Horizons grants (66) and Displaced Homemaker/CBO outreach grants were continued. Five (5) new LINKS grants were awarded (for a total of 15), and 3 more Step-Up grants were funded (for a total of 6). Twenty-five (25) sex bias mini-grants were funded with a new emphasis on "mini-LINKS' sex bias projects to encourage women to enter nontraditional careers. Coordination projects for New Horizons, LINKS, and Step-Up were continued. Curriculum development projects were funded which included:

1. A Displaced Homemaker resource guide for project directors to assist them in providing comprehensive services.
2. A "What Works at Work" guide to assist single parents and displaced homemakers in learning about appropriate workplace behaviors and expectations.

Health Careers

1990-91

The Comparative Study of Vocational Nursing Curriculum and Employer Requirements Project included the development of a Model Articulation Program and Directory for Licensed Vocational Nurses Pursuing Associate Degrees and a Guide for Recruiting and Retaining Underrepresented Groups in Vocational Nursing. Results of the study validated employer satisfaction with community college trained vocational nurses.

The Data Base and Directory for Health Occupations Project provided the development of the database for the 91-92 production of a Directory for Health Occupations for use by high school and community college counselors.

The Evaluation of Health Occupations Project, in its initial year, provided the research for the development of tools to evaluate the effectiveness of health occupation education programs.

The video on Sudden Infant Death Syndrome (SIDS) for Emergency Medical Technicians (EMT) Project included the development of a video and workbook to educate and sensitize EMTs on SIDS for use as part of curriculum in EMT programs.

1991-92

The Evaluation of Health Occupations Programs Project developed tools to provide a resource to educators in health occupations programs for planning and comprehensive evaluation of their instructional program.

The Career Guide in Health Occupations Programs Project developed a guide to assist students, counselors, and employers with information on training for careers in health occupations available in California community colleges. The guide identifies competencies, entry requirements, program locations, and pertinent career data.

The Directory of Health Occupations Programs Project developed a guide to programs and locations throughout the community college system.

The Regional Health Occupations Resource Centers (RHORC) Project developed six geographically located centers to serve as focal points for regional coordination for issues related to health occupations programs in California community colleges. The staff of the centers work with the faculty from community colleges, secondary schools, liaison representatives for health occupations from the California Department of Education, Regional Occupational Centers, Adult Schools and members of the health care industry to coordinate resources. They provide leadership and coordination for program improvement and for increasing student access and retention in health occupation programs; they serve as resource centers to coordinate industry needs and school resources; they provide staff development for faculty, counselors, and practitioners of health occupations in community colleges, ROPs, adult education, and the health care industry.

The Model Curriculum for Nurse Assistants Project developed a curriculum for nurse assistant education based on California and Federal regulations requirements.

1992-93

The Model Curriculum for Nurse Assistants was completed and distributed.

The Directory for Health Occupations was updated and distributed.

As the Evaluation of Health Occupations/Master Plan continues in its final year, data is being collected from various health occupation programs that are using the tools developed initially. Data is being collected to identify exemplary programs.

Regional Health Occupations Resource Centers continue with their primary focus.

1993-94

Regional Health Occupations Resource Centers are surveying industry and health occupation needs as well as imparting the data and product results from the projects developed earlier to relevant health occupation programs. The Centers will provide "Train the Educator Institutes" and other staff development activities which will assist faculty in attaining the knowledge and skills needed to develop curriculum and instructional strategies for meeting the challenges of a diverse student population and to assure the acquisition of critical thinking, problem solving, and leadership skills.

The Model Curriculum for Home Health Aides Project is developing a curriculum for home health aide education based on California requirements for use by community colleges, ROPs, and adult schools.

Single Parent/Displaced Homemaker

1990-91

An increased number of school districts received sex equity grants and single parent/displaced homemaker grants over previous years. Some districts received demonstration grants for piloting model programs. Community college districts received grants for sex bias elimination, single parents/displaced homemakers, and women in trades. Data collected from the districts suggested that programs were successful, especially the demonstration projects.

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1992-93

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1993-94

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Special Populations

1990-91

The Vocational Education Act provided funds for the California Community Colleges to improve vocational education programs to serve special populations students. Special projects were designed, developed, and implemented to provide revised curricula and equipment so that students with disabilities might more easily participate in vocational programs. Exemplary projects include a three-year plan for paraprofessional teaching personnel to improve teaching and working with disadvantaged students, tutoring materials, and strategies for recruiting and serving special population students.

1991-92

Statewide advisory committee for students with disabilities and disadvantaged students made numerous recommendations to establish specific vocational education special projects in staff development, program access and retention, curriculum improvement, and identification of research needs and conducted forums to disseminate data. Specific strategies were implemented to develop industry education and government partnerships through exemplary and innovative vocational special projects. Curricula were developed, revised, and implemented to serve disadvantaged students; colleges were responsible for developing master plans to serve special population students. The workability program was developed to train students with disabilities in the new technologies.

1992-93

Statewide Advisory Committee members continued their efforts to establish internships and model projects for special population students.

1993-94

Efforts were increased to acquaint local colleges personnel and other program providers of the importance of program improvement for all segments of the population. Efforts are under way to infuse this responsibility throughout vocational programs with particular emphasis on placement and school to work transition services including comparative work experience.

Special Projects

1990-94

Title IIA State Programs and Leadership funds were awarded by the Chancellor's Office of California Community Colleges to support 62 special projects. These projects were funded in five categories as shown below:

Professional Development:

In the professional development category, the 12 funded projects provided resources to improve vocational programs and services and upgrade and update postsecondary vocational educators. Specific projects provided professional development activities to meet mandated requirements for certified nurse assistants. Inservice and preservice training opportunities for technical education staff were continued through the California Industrial Technical Education Consortium project.

To upgrade instructor skills in the latest technologies in automotive, construction, drafting, electronics, electronic publishing/design, and manufacturing, the computer-managed and aided instruction project was continued. Multiple workshops and training sessions were conducted for vocational instructional staff and occupational deans and economic development personnel. Work experience coordinators also received inservice training workshops through the operation of the Center for Cooperative Work Experience Education.

Special projects also funded regional inservice workshops and upgrade and update training for agricultural, natural resource, and business educators. The Center for Home Economics and Consumer Education monitored and reviewed local Title III programs to assure compliance with the Carl D. Perkins Act.

A separate project offered workshops and inservice training for Consumer Home Economics personnel. The funding of the Vocational Education Leadership Academy allowed the third class of Carl D. Perkins personnel to be trained. A special project continued the annual Consumer Home Economics Fashion Symposium. Aviation staff were given inservice training regarding the newly enacted curriculum changes imposed by the Federal Aviation Administration.

Curriculum Development:

Fifteen special projects were funded to develop new curriculum. Mini-grants funded emerging technology grants for aviation maintenance technology, surface-mount technology, advanced technologies for engineering support technicians, laser/electro-optics technology, electronics technology, and automotive computer technology.

A second phase project updated business education curriculum. Public safety education software and curriculum were updated. Also correctional science programs curriculum was improved through the funding of another special project. The Home Economics program plan for life span was revised to meet needed changes in skill competencies and related instructional program materials. A separate special project funded and implemented revised curriculum and use of technology equipment to training community college law enforcement personnel.

Newly adopted State and Federal air quality policies have created the need for a new curriculum for automotive programs. This new curriculum is needed to train and retrain students for repair and maintenance of alternative fuel vehicles.

Program Assessment and Accountability:

Fifteen special projects were funded to assess postsecondary vocational programs and services. The 1991-92 vocational education special projects were evaluated through a third party evaluation. The third phase of evaluation of health occupational programs was realized through a special project.

Eleven statewide Advisory Committees continued to evaluate local programs through peer reviews and to provide input to the conduct and prioritization of funding for vocational education special projects. State planning meetings, planning activities, and related information and data collection were gathered and reported through the separate funding of a state planning project.

A directory for health occupations and related data base was developed. Civil Rights Compliance Reviews were funded and conducted on the postsecondary vocational programs. Demand labor market data was collected by the Employment Development Department and reported to California community colleges.

A separate project funded a student follow-up study which provided student data to the colleges. A master plan for health occupations was developed by another project. A model project funded a forecasting and occupational trend analysis. Peer reviews of consumer home economics programs were conducted as well as program evaluations.

An automated student job placement model was implemented. A pilot system was also developed to deliver articulation information to postsecondary vocational education students. A coordinated service delivery model was implemented to improve vocational job placement, counseling, and student services. Another special project funded the development of a documentation guide to assist college personnel in the conduct of Carl D. Perkins programs and services.

Promotion of Partnerships:

Eighteen special projects were implemented to promote and expand partnerships between postsecondary education, business, industry, and organized labor. Six regional health occupational centers received continued funding to improve community college health programs and services. Seven workplace learning resource centers were also funded.

These centers provide worksite training from basic skills to occupational training. A separate special project allowed for the continued development of partnership programs with transportation and energy occupations through Partnership 2000, working with business, industry, government, education, and organized labor. Cooperative partnership programs were expanded through separate projects with California utility companies.

An innovative special project developed model mentoring and exchanging programs for disabled and disadvantaged students. Another model program was developed to conduct small business management training for disabled and disadvantaged students.

Student Organizations:

Two vocational education special projects were funded in this category. A student leadership institute was conducted for agriculture resource students. A separate special project funded the vocational skills competitive events for vocational industrial students.

Workplace Learning Resource Centers:

The six workplace learning resource centers have coordinated local services from community based organizations to deliver a variety of specially integrated literacy and economic development services, designed to increase productivity, facilitate technological innovation, and promote general economic growth. These model projects link local CBO's to better serve business and industry, labor, government, and educational agencies.

Literacy and workplace skill needs assessments were made at each of the six special project sites. The needs assessment results then are used to determine what workplace skill or literacy services are needed to support the local companies or employers and meet employee needs.

Technical assistance as well as direct services are provided by the colleges and community based organizations. In addition to Title III A CBO funds, other resources have been leveraged from Titles IIA and IIB as well as State Economic Development funds to support workplace learning. Each model program has surveyed at least 250 local business organizations to assess their workplace learning needs. Local CBO's are included in providing project services.

Community based organizations provide outreach, transitional services, and assist the college in meeting the needs of special population students. The workplace learning resource centers have targeted services to single parents, displaced homemakers, and single pregnant women. The provision of these model programs and services use continuous process improvement procedures.

Promoting Access to Vocational Education For Limited English Proficient Students:

These two model projects have targeted community college business and nursing programs. The business model incorporates both English language instruction with vocational preparation in general office, medical office, and legal office occupations. The program also incorporates a work experience internship.

Specific program services include career counseling, language training, and skill training and development. The nursing model project has provided instruction and support services for LEP students as well as tutoring, mentoring, and skill training. These efforts have provided comprehensive nursing services to improve the success rate of Limited English Proficient (LEP) students to all nursing levels. Local community based organizations have served as effective partners to provide additional services to improve retention and completion by LEP nursing students.

Industry Internships for Students With Disabilities And Disadvantaged Students:

This model project supported an effective education partnership with CBO's to provide relevant work experience and promote access to permanent employment for vocational students with disabilities or disadvantaged students. An integrated placement lab offered students job readiness preparation as well as placement assistance.

Model mentoring and role models were coordinated with local community based organizations to assist students in their internship experience. Job coaches were also used to aid disabled and disadvantaged students. This model program coordinated resources and linkages in enterprise zones to establish student internships. This model has successfully demonstrated underrepresented students can be effectively served with the provision of hands-on work experience through business and industry internships.

Tech Prep Secondary And Postsecondary

1990-91

During the 1990-91 school year, the California Department of Education and the Chancellor's Office of the California Community Colleges jointly implemented strategies to encourage eligible recipients to improve articulation between secondary and postsecondary vocational education programs. There was joint support for a variety of articulation projects in local schools and colleges, as well as for the allocation of staff resources at the State level to support improved articulation at local levels. Joint strategies included implementation of an intersegmental statewide "2+2+2" advisory committee to advise on the evaluation of funded articulation projects.

1991-92

With the implementation of the new Perkins Act, eligible recipients were required to form tech prep consortia in order to develop three-year plans to implement tech prep programs. The two state educational agencies cooperatively developed a competitive Request for Application (RFA) process, through which 65 local tech prep consortia were eventually funded. First year funding awards were $30,000 per consortia. State level resource assistance was devoted to technical assistance and professional development activities to help local schools and colleges understand the differences between existing "2+2" programs and tech prep criteria.

The Department of Education established a competitive application process to fund six statewide resource consortia. Because of delays in obtaining the federal Perkins funding to California and the lengthy contract review process, grants for the resource consortia were not awarded until the end of the program year. Three state-level tech prep projects were funded in evaluation, outreach and guidance, and student follow-up.

1992-93

With the second year of implementation of the Perkins Act, an additional ten local tech prep consortia were funded through a competitive RFA process. By the end of the year, all 107 community college campuses and more than 400 of the state's high schools were participating in tech prep implementation. Second-year funding to existing consortia was increased to $77,625. The Department of Education's agriculture resource consortia had to be rebid, because the original applications were found to be unresponsive to all criteria. This contract was awarded during the 1992-93 school year. The other five resource consortia began the implementation process. State staff provided technical assistance in integrated curriculum development and teacher inservice training.

1993-94

During the 1993-94 school year, additional local tech prep consortia were funded, bringing the state total to 83. The goal of the two state education agencies continued to be the implementation of one or more tech prep programs in each of the state's 800 high schools (all 107 community college campuses already participate in tech prep programs).

A statewide intersegmental tech prep advisory committee was jointly formed to address implementation concerns, make recommendations for state level policy decisions, and advise on the requirements for new two-year local tech prep plans. Local tech prep consortia participated in the national tech prep evaluation project. Developmental efforts continued for integrated curricula to meet industry-developed standards, as well as professional development activities targeted to teams of academic and vocational faculty.

Title II-C Basic Grants

1990-91

The COCCC provided workshops and made available videotapes of the workshops to colleges on the guidelines for developing a District Application / Plan for Perkins Funds. Advice and consultation was provided by COCCC Regional Specialists to assist in the development of local plans.

1991-92

In 1991-92 the allocations by formula as prescribed by the Section 232 waiver were distributed to 69 of 71 community college districts. Lake Tahoe CCD and Santa Clarita CCD were not eligible due to the $50,000 minimum requirement. Each of the 69 community college districts prioritized vocational education programs for the 1991-94 Perkins Local Plan. CC Districts targeted from 1 to 12 vocational education programs, with an average of 5 vocational education programs targeted in a district.

1992-93

In 1992-93 one additional CC District, West Kern CCD, was not eligible due to the $50,000 minimum requirement. In cooperation with the California Community College Association of Occupational Education, the COCCC sponsored professional development activities for faculty, administrators, and coordinators to improve the skills of these individuals to deliver quality programs with focus on the needs of special populations. Question and answer sessions were provided via satellite, including 9 downlinks at which resource facilitators from COCCC assisted.

1993-94

A total of 355 vocational education programs were targeted and prioritized for funding in California Community Colleges for 1991 - 1994. Services were provided to improve programs with access and necessary supplementary services for special populations students. In 1993-94 Feather River CCD, Santa Clarita CCD, and West Kern CCD were not eligible for funds because of the $50,000 minimum requirement. Lake Tahoe CCD, however, became eligible for Section 232 funds as a result of a thorough review of their data collection process.

JOINT PLANNING AND COORDINATION

403.32(b)(10)
113(b)(14)

Although in past years, California's workforce preparation efforts have suffered from an historic fragmentation of services among the current 23 program providers, there is new state-level commitment to improve the shared planning and coordination of career-vocational education and job training programs carried out under the Perkins Act with those programs conducted under JTPA, the Adult Education Act, Chapter 1, the IDEA and the Rehabilitation Act of 1973, apprenticeship programs and others.

To that end, development of the State Plan for 1994-96 was a broadly inclusive process, involving participation of a wide group of business and industry representatives:

- labor and apprenticeship programs
- employment training program providers (PICs and SDAs)
- representatives of SCOVE and SJTCC
- representatives of EDD
- COICC
- educators from every segment, including:
  - universities
  - private postsecondary institutions
  - Adult Education
  - JTPA
  - Special Education
  - numerous professional associations
  - the State legislature
  - and others.

The planning process began with development of a global mission statement and a set of goals and objectives for vocational education and employment training in this state through the year 2000. Using these mission and goal statements as a framework, the California Plan Committee addressed development of the Perkins Plan in a manner congruent with a broader vision for the state.

This inclusive planning process has already resulted in formation of several new processes for shared planning and coordination. Representatives of JTPA, adult education, vocational education, apprenticeship education, and special education are participating on the statewide planning team for the School-to-Work Opportunities Act. There is agreement for both shared planning and shared resources towards the development of improved business/industry collaboration with vocational education and employment training programs operated under this Act.

The Governor's Coordination and Special Services Plan (GCSSP) developed by the State Job Training Coordinating Council (SJTCC) outlines the methods for joint planning and coordination under the Job Training Partnership Act (JTPA) and the Vocational and Applied Technology Education Act (Perkins) at the local and state levels (see Appendix 8). The goals and objectives and Coordination Criteria selected by the SJTCC and endorsed by the Governor are intended to provide guidance to Service Delivery Areas (SDAs) in developing their Job Training Plans, to provide guidance to state and local programs for improving coordination and promoting integration of the delivery of services, and to identify priorities and program emphasis for state and local agencies.

There are also plans for improved participation on state-level technical and advisory committees by representatives of these program areas. Vocational education representatives have been invited to serve on the SDA Advisory Committee; adult education will continue to be a full participant in Perkins Act planning at both state and local levels; an intersegmental statewide Special Populations Advisory Committee has been formed, with representatives from each of the special populations groups as defined in the Act, as well as representatives from all segments of secondary and postsecondary vocational education programs, to make recommendations for state activities and local implementation programs and services for special populations students.

Representatives of vocational education, adult education, JTPA, EDD, labor, business and industry, and secondary and postsecondary program segments are serving on a statewide youth apprenticeship steering committee to jointly plan and monitor implementation of apprenticeship programs. Vocational education and Chapter 1 programs have planned to participate in each programs' State Committee of Practitioners committee meetings.

At the local level, all local plans/applications require the sign-off of representatives of each of the special populations groups. This sign-off process is designed to encourage discussion and shared planning on how best to serve special populations students in improved vocational education programs at the local level.

Additionally, state representatives of all special populations groups have agreed to review a representative sample of applications from eligible recipients to ensure that the number of students from that special populations group has been identified; that the application addresses a plan to meet the needs of those students, and that the local plan meets all other requirements of the Perkins Act relating to students who are members of special populations groups.

The Department of Rehabilitation has established eleven project teams to assist in the planning and development of the new provisions derived from the reauthorization of the Act. The CDE and the California Community Colleges state and local staff are participants on these planning teams and are directly involved in the issues of eligibility, order of selection, vocational rehabilitation services, and training. (A copy of the cooperative agreement between the Department of Rehabilitation and the Chancellor's Office, California Community Colleges, is located in Appendix 9).

Apprenticeship is a cooperative endeavor among apprenticeship program sponsors, the CDE and the Chancellor's Office, schools and colleges, the Governor-appointed California Apprenticeship Council (CAC), and the Division of Apprenticeship Standards (DAS). The apprenticeship program sponsor establishes the program standards and administers the program in accordance with the standards which must be approved by DAS. The instructional programs are approved by the CDE or the Chancellor's Office and the schools or colleges provide the instruction. The CAC adopts regulations regarding apprentice standards.

This spirit of improved collaboration and shared planning will become a larger focus throughout the last two years of the Act, particularly as the School-to-Work Opportunities Act is implemented in this state.

JUSTIFICATION FOR SPLIT OF FUNDS
1994-96

Identification Of State Priorities For 1994-96

403.32(b)(13)
113(b)(2)

Preliminary to the development of the State Plan for 1994-96, California conducted the most extensive needs assessment ever completed relative to the state's Perkins vocational education programs. Comprehensive survey instruments were directed to 3,000 diverse individuals. Over 1,700 individuals participated in the assessment (a 57% response rate), including faculty and administrators from every program segment, current vocational students and program completers from every program segment, and employers of vocational graduates. Some 1,400 returned assessment surveys were used in the analysis.

Data from the needs assessment received extensive review and analysis. The California Plan Committee alone devoted four full days to study this data, drawing conclusions and making recommendations for appropriate state and local activities to address the identified needs in each of the 14 factors that were assessed. Each member of the California Plan Committee was also charged with reporting on the needs assessment to constituent groups and bringing back reactions to share with the full committee. Additionally, both the State Committee of Practitioners for Vocational Education and a Select Intersegmental Group, composed of key representatives from each program segment, spent a full day reviewing the needs assessment data and making recommendations for statewide priorities based on the identified needs.

At the last meeting of the California Plan Committee, data from all 14 factors were again reviewed, and recommendations for statewide priority goals were made and then reviewed against the recommendations from the State Committee of Practitioners and the Select Intersegmental Group. All in all, over 300 individuals—including vocational practitioners from every level; business, industry, and labor representatives; community and employment training providers; parents, students, and others—gave input to the review of data from the needs assessment and the identification of the statewide priorities.

As recommended through this extensive field review process, the following statewide priorities have been identified and are the basis for the State Plan activities and uses of funds for 1994-96:

Integration And Sequencing Of Academic And Vocational Education Curriculum

1. Integrate academic and vocational education curriculum.
2. Sequence courses of study that lead to attainment of both academic and occupational competencies.
3. Increase linkages between secondary and postsecondary educational institutions, academic and vocational educators, and among education, business industry, labor, and the community.

Curriculum And Program Strategies Reflecting Workplace Needs

1. Increase student work skill attainment and job placement.
2. Enhance the relevance of vocational education programs to the workplace and to the occupations for which students are being trained.
3. Promote the development and use of curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skill attainment.
4. Provide vocational education students with strong experience in, and understanding of, all aspects of the industry the students are preparing to enter.

Instructional And Support Services Responsive To The Needs Of Students Who Are Members Of Special Populations

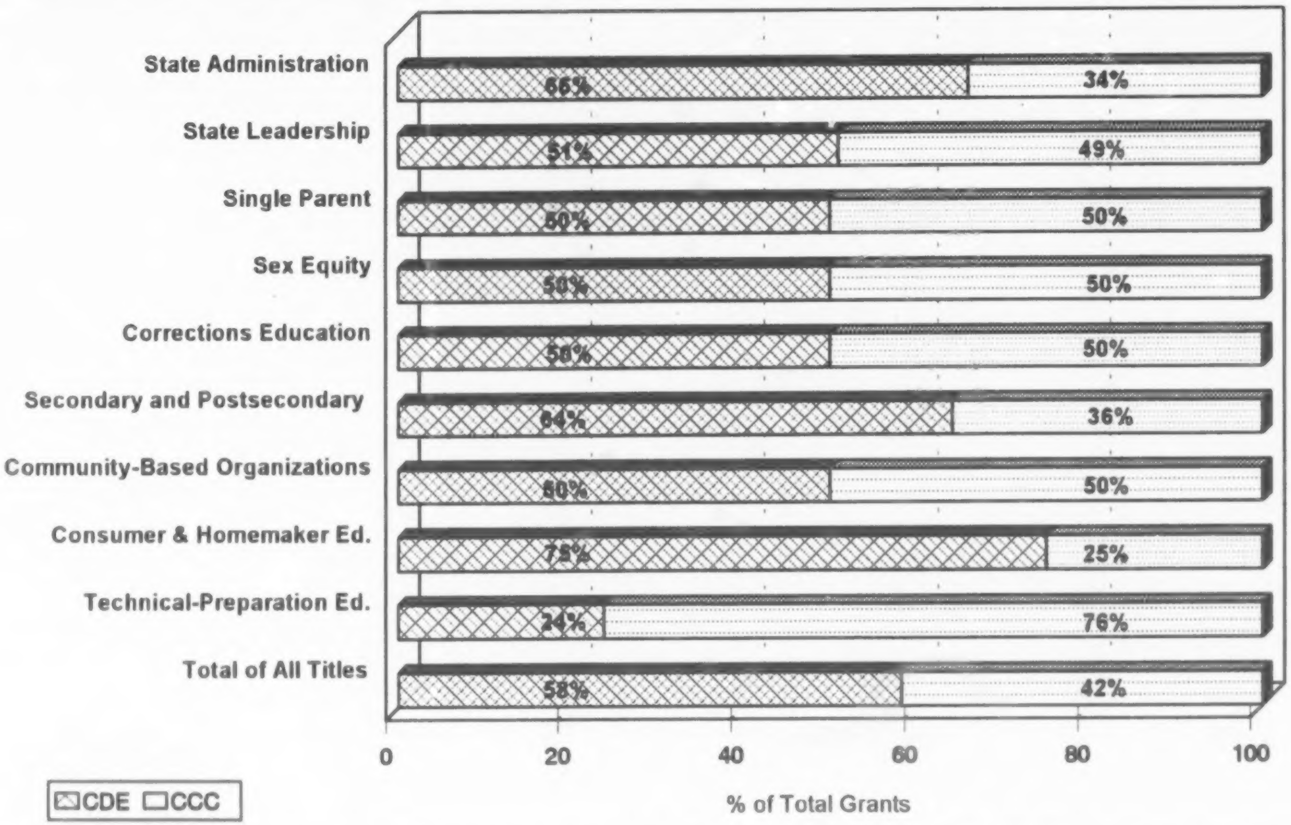
1. Increase access and retention in improved vocational education programs.
2. Provide needed support services, with increased emphasis on guidance and counseling and placement and transitional services.
3. Monitor successful course and program completion.

Justification For Split Of Funds

The extensive data collected through the statewide needs assessment revealed some unevenness in California's needs in relationship to the factors assessed; however, overall the needs were very consistent and comparable across all program segments. Additionally, a field ad hoc committee was convened to review the split of funds and, particularly, the participation of the various program segments for Section 232, Postsecondary Programs. Based on the recommendations of the field ad hoc group and a thorough analysis of the needs assessment data, California proposes to maintain the current split of funds between the California Department of Education for secondary, Regional Occupational Centers/Programs, and adult programs, and the COCCC for the 1994-96 State Plan. All funds will be dedicated within the purposes of the Act to support the statewide priorities.

Should the amount of funds change, the percentage of the split of funds will remain constant.

Table 7.7
Perkins Funding Split
California Department Of Education & California Community Colleges
(1994-95 & 1995-96)



SECTION VIII: ADMINISTRATION SUMMARY

Local Plans And Application Process/Procedures Proposed For 1994-96

- The California Department of Education (CDE) and the Chancellor's Office of the California Community Colleges (COCCC) each utilize and require an annual local plan/application for those programs that are formula funded as well as programs awarded support via a competitive grant procedure. This process has been in place for several years and undergoes annual refinement. The local plans/applications will be revised for 1994-96 to provide assurances, certifications, and data collection activities required under the Perkins Act or determined to be useful for state monitoring and/or evaluation purposes.
- All plans and applications will be reviewed for compliance and coordination by State staff.
- To ensure that local plans and applications address the needs of special populations, each agency will establish a process by which the applications will be reviewed by staff responsible for administering state and federally funded programs serving the same special populations.
- CDE staff will review a 10% random sample and COCCC a 25% sample of local plans/applications to ensure that disadvantaged students and limited English proficient students are identified correctly and benefit from targeted services.

1994-96 Targeted Funds For Professional And Curriculum Development

- In state leadership funds, CDE and COCCC project professional development activities utilizing $2,900,465 in 1994-95 and $2,916,215 in 1995-96 and curriculum development expenditures of $2,360,050 in 1994-95 and $2,339,050 in 1995-96.
- Beyond state leadership funds devoted to professional development and curriculum development, these two major statewide activities are specifically supported by funds within each of the other Titles of the Perkins Act and have been detailed in the justification and use of funds tables and sections of this narrative.

- Specific *professional development activities and goals* are presented for the following programs:

  Agricultural Education
  Health Careers
  Industrial and Technology Ed.
  Business and Marketing
  Home Economics
  Public Safety

- Specific *curriculum development activities and goals* are presented for both secondary and postsecondary, including:
  - Revamping the guidance system to focus on unmet student needs.
  - Replicating guidance models that are particularly effective.
  - Establishing a guidance system linking "K-thru-College" services.
  - Developing more labor market data for use in career planning.
  - Developing a placement information network/clearinghouse.
  - Mounting a coordinated cooperative work experience program.

Governance And Administrative Structures: Today And For 1994-96

- The State Board of Education is the sole state agency in California responsible for administering Perkins Act support.

- The Board of Governors of the COCCC cooperates with CDE in this effort via an interagency agreement and MOU.

- Specific technical committees, COPs, SCOVE, the Joint Advisory Committee on Vocational Education, and various ad hoc groups assist in overall governance advice.

- A process has been defined for the development, presentation, adoption, submission, and implementation of the 1994-96 State Plan. The process includes ample collaboration, public notification, hearings, practitioner input, draft revisions, and amendments, involving reviews and comments from SCOVE and SJTCC and COPs, and an extensive distribution of the draft plan to *over 1,200 reviewers*.

- The administrative process and structure for the State and for CDE and COCCC is presented in flow charts and functional diagrams.

- Detailed and advertised appeal processes have been developed for LEAs, consortia, community college, and student/teacher/area resident appeals.

State Correctional Agencies And Proposed Activities For 1994-96

❖ Consistent with Section 102(a)(5) of the Perkins Act, 1% of the State's basic grant award will be available for programs for criminal offenders.

❖ The California Youth Authority (CYA) will administer secondary education programs for youth offenders and is targeted to receive \$493,586 in 1994-95 and \$493,586 in 1995-96. CYA goals include:

- Promote academic-vocational education integration through inservice programs.
- Upgrade and improve equipment.
- Establish a CYA Career-Vocational Education certification system.
- Coordinate multi-agency services to offenders after release.
- Involve more business leaders in program development.

❖ The California Department of Corrections (CDC) will administer postsecondary education programs for adult offenders and is targeted to receive \$493,585 in 1994-95 and \$493,585 in 1995-96. CDC goals include:

- Upgrade and improve equipment.
- Provide vocational services to females who are incarcerated.
- Coordinate multi-agency services to offenders after release.
- Extend vocational education programs to facilities that do not have them.

SECTION VIII

ADMINISTRATION

ELIGIBLE RECIPIENTS: LOCAL PLANS/APPLICATIONS 8.1

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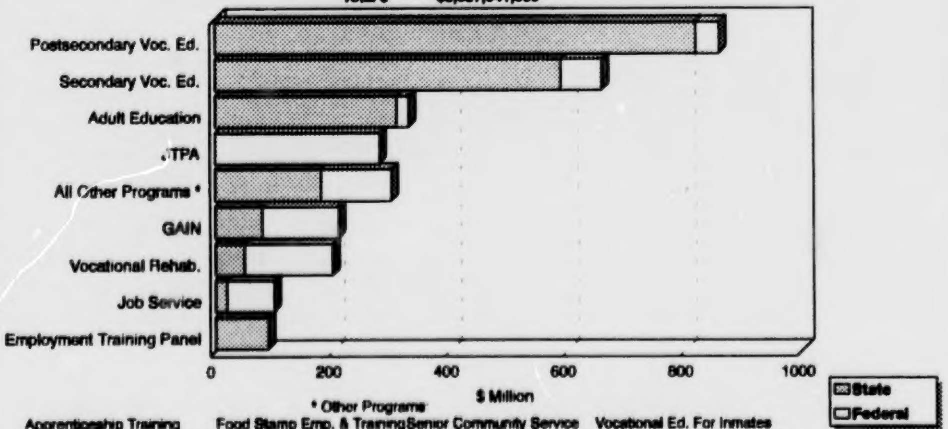
Table 8.1
Funding For California Employment & Training Programs

Federal $ $ 892,144,000
State $ $2,145,797,000
Total $ $3,037,941,000



* Other Programs

Apprenticeship Training	Food Stamp Emp. & Training	Senior Community Service	Vocational Ed. For Inmates
CA Conservation Corps	Inmate Employment	Service Center Program	Wagner/Peyser 10% Projects
CA Impact	Job Agent Program	Supported Employment	Ward Employment
Career Opportunity Program	Refugee Assistance Services	Special Veterans Services	

Source: EDD 1992

ELIGIBLE RECIPIENTS: LOCAL PLANS/APPLICATIONS

Eligible Recipients' Compliance With Titles I, II, III, And V Of The Perkins Act

The State Board will comply with the requirements of Titles I, II, III, and V and will describe the manner in which eligible recipients will comply with those requirements and regulations, implementing those requirements, including the maintenance of fiscal effort requirements in Section 403.182.

403.32(a)(2)
113(b)(3)
403.32(b)(16)

Local Plan/Application (Appendix 3)

Eligible recipients of the funds allocated by formula for secondary postsecondary, ROC/P and adult vocational education programs shall be required to submit a plan/application covering the two-year period beginning July 1, 1994 and ending June 30, 1996. The plan/application will address the federal requirements in Sections 118, 235, and 240 of the Perkins Act and will require applicants to:

1. Describe which of the following processes the LEA used to determine the vocational programs to be funded:

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a. Funds will be used to improve vocational education programs at a limited number of sites that serve the highest concentrations of individuals who are members of special populations.

b. Funds will be used to improve vocational education programs at a limited number of programs that serve the highest concentrations of individuals who are members of special populations.

Note: *All references to special populations include individuals who are disabled, educationally and economically disadvantaged, of limited-English proficiency and/or who participate in programs designed to eliminate sex bias, and are in correctional institutions.*

2. Describe how funds shall be used to provide vocational education in the programs determined above that:

   a. Are of such size, scope and quality as to be effective.

   b. Integrate academic and vocational education in such programs through coherent sequences of courses so that students achieve both academic and occupational competencies.

   c. Provide equitable participation in such programs for individuals who are members of special populations.

3. Identify the number of individuals in each of the special populations and the name of the person to contact for information about program services available to students who are members of each of the special populations.

4. Describe how needs of individuals who are members of special populations will be assessed and describe the planned use of funds to meet such needs.

5. Describe how access to programs of good quality will be provided to students who are economically disadvantaged (including foster children).

6. Describe methods to be used to coordinate vocational education services with relevant programs conducted under the Job Training Partnership Act, including cooperative arrangements established with private industry councils to avoid duplication and to expand the range of and accessibility to vocational

education services, including all individuals who are members of special populations.

7. Describe methods used to develop vocational education programs in consultation with parents (when appropriate) and students of special populations.

8. Describe coordination with community based organizations.

9. Describe how the demonstrated occupational needs of the area have been considered in funding programs.

10. Describe how the eligible recipient will monitor the provision of vocational education to individuals who are members of special populations.

11. Describe any program evaluation standards in addition to the core measures and standards established by the State.

12. Describe how the following information will be provided to all students and their parents (if appropriate).

    a. Opportunities available in vocational education.
    b. Requirements for eligibility for enrollment in such vocational education programs.
    c. Specific courses that are available.
    d. Special services that are available.
    e. Employment opportunities.
    f. Placement.

13. Provide assurances that the eligible recipient shall:

    a. Assist students who are members of special populations to enter vocational education programs and, with respect to students with disabilities, assist in fulfilling the transitional service requirements of Section 626 of the Education of the Disabled Act.

    b. Assess the special needs of students with respect to their successful completion of the vocational education program in the most integrated setting possible.

    c. Provide supplementary service to students who are members of special populations including, with respect to the individuals with disabilities, the following:

1) Curriculum modification
2) Equipment modification
3) Classroom modification
4) Supportive personnel
5) Instructional aids and devices

d. Provide guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provisions of special services.

e. Provide counseling and instructional services designed to facilitate the transition from school to post school employment and career opportunities.

f. Encourage students through counseling to pursue coherent sequences of courses.

g. Assist students who are economically disadvantaged, students of limited-English proficiency and students with disabilities to succeed through supportive services such as counseling, English language instruction, dependent care, and special aids.

h. Cooperate with the sex equity program.

Annual Request For Funds (Budget Process)

Eligible recipients of the funds allocated by formula for secondary, postsecondary, and adult vocational education programs shall be required to submit an annual Application for Funds covering a fiscal period beginning July 1 of one year and ending June 30 of the next year. The local application will include a detailed budget and a description of each activity by budget category.

In carrying out the provisions of an LEA's plan/application, funds may be used for activities such as:

1. Upgrading of curriculum

2. Purchase of equipment, including instructional aids

3. Inservice training of both vocational and academic instructors working with vocational education students for integrating academic and vocational education

4. Guidance and counseling
5. Remedial courses
6. Adaptation equipment
7. Tech prep education programs
8. Supplementary services designed to meet the needs of special populations
9. A special populations coordinator to ensure that individuals who are members of special populations are receiving adequate services and job skill training
10. Apprenticeship programs
11. Programs that are strongly tied to economic development efforts
12. Programs which train adults and students for all aspects of the occupations, in which job openings are projected or available
13. Mentor programs

Criteria For State Board Approval Of Applications For Eligible Recipients

403.32(b)(5)(i)
113(b)(6)(A)

All plans/applications will be reviewed for compliance and coordination with federal requirements through a process established by the appropriate State agency. To ensure that local plans/applications appropriately address the needs of special populations, each agency will establish a process by which local plans/applications will be reviewed by State agency staff responsible for administration of other State and federally funded programs designed to serve the same special population.

Staff of the California Department of Education (CDE) will review a minimum 10% random sample and staff of the Chancellor's Office, California Community Colleges (COCCC) will review a minimum 25% random sample of local plans/applications to ensure that academically and economically disadvantaged students are identified correctly and the needs are being met through the local plan.

Staff of the CDE will review a minimum 10% random sample and staff of the COCCC will review a minimum 25% random sample of the plans to ensure that students with limited-English proficiency are being identified correctly and that the local plan/application addresses the student's needs.

State agency staff responsible for gender equity will review or supervise the review of their agency's local plans/applications and will comment upon and make recommendations to ensure that the needs of women and men for training in nontraditional jobs are met.

The plan/application submitted by the California Youth Authority will be reviewed by staff of the CDE. The plan/application submitted by the California Department of Corrections will be reviewed by staff of the COCCC.

These required reviews must result in a finding that the provisions are being met or not met. Eligible recipients will have the opportunity to amend their plans/applications, if necessary, to meet required provisions. Findings will be analyzed to determine any common problems or issues that might be addressed through State leadership activities, or by additions to the local planning handbook in order to increase the percentage of local plans/applications meeting the required provisions for special populations.

Review Of Plans With Respect To Single Parents, Displaced Homemakers, Single Pregnant Women And Gender Equity

As required by the Carl D. Perkins Vocational and Applied Technology Education Act, state agency staff responsible for gender equity will review local plans/applications to assure that the schools and colleges are conducting activities to overcome sex bias and stereotyping in vocational programs and meeting the needs for support services of women and men in nontraditional training. Additionally, activities to meet the needs of single parents, displaced homemakers, single pregnant women and gender equity will be reviewed.

TITLE IIA, STATE LEADERSHIP EXPENDITURES FOR PROFESSIONAL DEVELOPMENT AND CURRICULUM DEVELOPMENT ACTIVITIES
SECONDARY (CDE) AND POSTSECONDARY (COCCC)

403.32(a)(10)
113(b)(15)

Program Area	Activity	Agency	1994-95	1995-96
Agriculture	Professional	CDE	$ 268,000	$ 278,000
Education	Development	COCCC	120,000	120,000
	Subtotal		388,000	398,000
	Curriculum	CDE	205,000	195,000
	Development	COCCC	80,000	80,000
	Subtotal		285,000	275,000
Business/	Professional	CDE	250,814	260,814
Marketing	Development	COCCC	300,000	300,000
Education	Subtotal		550,814	560,814
	Curriculum	CDE	191,000	184,000
	Development	COCCC	200,000	200,000
	Subtotal		391,000	384,000
Health	Professional	CDE	202,564	198,314
Careers	Development	COCCC	300,000	300,000
Education	Subtotal		502,564	498,314
	Curriculum	CDE	135,250	131,250
	Development	COCCC	200,000	200,000
	Subtotal		335,250	331,250
Home	Professional	CDE	189,958	189,958
Economics	Development	COCCC	120,000	120,000
Education	Subtotal		309,958	309,958
	Curriculum	CDE	181,856	181,856
	Development	COCCC	80,000	80,000
	Subtotal		261,856	261,856
Industrial &	Professional	CDE	240,000	240,000
Technology	Development	COCCC	300,000	300,000
Education	Subtotal		540,000	540,000
	Curriculum	CDE	244,314	244,314
	Development	COCCC	200,000	200,000
	Subtotal		$ 444,314	$ 444,314

Program Area	Activity	Agency	1994-95	1995-96
Public Safety	Professional Development	COCCC	$ 180,000	$ 180,000
	Subtotal		180,000	180,000
	Curriculum Development	COCCC	120,000	120,000
	Subtotal		120,000	120,000
Additional Program Support*	Professional	CDE	19,129	19,129
	Development	COCCC	440,000	440,000
	Subtotal		459,129	459,129
	Curriculum	CDE	19,130	19,130
	Development	COCCC	473,500	473,500
	Subtotal		492,630	492,630
Grand Totals:	**Professional Development**		**$2,930,465**	**$2,946,215**
	Curriculum Development		**$2,330,050**	**$2,309,050**

Explanation:

While these amounts represent the minimum planned expenditure of Title II-A, State Leadership funds for professional and curriculum development, it should be noted that these two major priorities are also supported by funds within each of the other Titles of the Act. Further, all expenditures for professional and curriculum development are designed to support the priorities of the State Plan and the purposes of the Perkins Act, including emphasis on inservice and preservice training of minority teachers, and the priorities based on the statewide needs assessment. Professional and curriculum development activities for Consumer and Homemaking Education (III-B) and Sex Equity, Single Parents/Displaced Homemakers/Single Pregnant Women (II-A) are represented in their respective sections.

** Additional program support includes interdisciplinary professional and curriculum development to adopt and integrate new technologies and enhance cooperative work experience, counseling and placement programs.*

PROFESSIONAL AND CURRICULUM DEVELOPMENT

403.32(a)(10)
113(b)(15)

Agricultural Education

Professional Development

Proposed Expenditures	**1994-95**	**1995-96**
Secondary	$ 268,000	$ 278,000
Postsecondary	120,000	120,000
Totals	**$388,000**	**$398,000**

Professional development funds will be used to carry out the activities and goals outlined in the State Plan. It is imperative that extensive professional development be provided to current and future teachers if they are to effectively design and implement relevant, sequential, and integrated programs of instruction which are available to all students, especially those with special needs.

Curriculum Development

Proposed Expenditures	**1994-95**	**1995-96**
Secondary	$ 205,000	$ 195,000
Postsecondary	80,000	80,000
Totals	**$285,000**	**$275,000**

Curriculum development funds will be used to carry out the activities and goals outlined in the State Plan. These activities are intended to assist in meeting the mandates in the Perkins Act. These funds will be used to develop and disseminate curriculum frameworks and instructional materials which will enable LEAs to provide academically integrated and sequential instructional programs in all areas of agricultural education.

How Curricula Addresses State Labor Market Needs

Curriculum development is an ongoing process that must be continually updated to address the ever changing needs of the labor market. There are over two hundred different career options available in the agriculture industry. These career options include both production and non-production opportunities.

An ever-increasing percentage of career opportunities available for agriculture program completers is in non-production careers. In 1992 California agriculture generated on-farm income of $18.1 billion and over $70 billion in related economic activities. As the population continues to increase, fewer acres are available for use in production agriculture. It is increasingly important that agriculture evolve into an industry for the 21st century. This new direction will include more opportunities in agri-marketing, agri-science, research, international agriculture, and other related fields.

Curriculum being developed in agriculture must address the identified labor trends that lead the students to a rewarding career. To meet the labor market needs, agriculture industry representatives are utilized throughout the curriculum development process. Local and state advisory committees along with industry representatives are involved in identifying industry needs in production and non-production agriculture that are to be addressed in the development of curricula projects.

In 1994-96 industry representatives will be utilized in the development and review of curriculum clusters in agribusiness, animal science, plant and soil science, ag-mechanics, and ornamental horticulture. Industry involvement will enable students certified in an agriculture cluster to meet the labor market needs and begin their entrance into adulthood as productive members of our society.

Business/Marketing Education

Professional Development

Proposed Expenditures	**1994-95**	**1995-96**
Secondary	$ 250,814	$ 260,814
Postsecondary	300,000	300,000
Totals	**$550,814**	**$560,814**

Middle school, high school, ROC/P, adult school, and community college business and marketing teachers will be prepared to effectively implement the revised Business Education Framework/Performance Standards including career path clusters/areas of specialization, integrated curriculum, sequenced courses of study, program and student certification, and technical preparation programs that assist students to successfully transition to employment and/or the next level of preparation.

Funds will be used to provide professional development activities and supplementary resources for middle school, high school, ROC/P, adult school, and community college teachers to implement the revised Business Education Framework/Performance Standards; career path clusters/areas of specialization; business and marketing education technical preparation programs; articulated course sequences;

integration of academic and vocational content; workplace learning strategies; student and program certification; linkages with business, industry, education, and community/governmental agencies; exemplary practices; and effective instructional strategies to meet the individual needs of students, including members of special populations.

Professional development activities will include workshops, methods/strategies conferences, model site visitations, consultant services, networking seminars, and other similar resources.

Curriculum Development

Proposed Expenditures	**1994-95**	**1995-96**
Secondary	$ 191,000	$ 184,000
Postsecondary	200,000	200,000
Totals	**$391,000**	**$384,000**

Secondary youth, adult, and special student populations will have access to business and marketing programs composed of sequential courses within identified career paths leading to meaningful employment, technical preparation, and/or professional careers.

Funds will be used to revise and disseminate the Business Education Framework/Performance Standards and develop supplementary resource materials, including student certification based on business/industry review, State/national standards projects, and business education practitioner recommendations. The Business Education Framework/Performance Standards includes:

- Career path models for Computer Science and Information Systems, Business Management, Accounting and Finance, and Marketing
- Integration of vocational and academic content
- Sequential courses for each career path
- Standards for elementary, middle school, Business Technology Core, career path clusters/areas of specialization
- Preparation for entry, technical, and professional levels
- Reinforcement and support of the academic core
- Thinking and meaning-centered curriculum strategies

- Technical preparation options with articulated and advanced levels of training
- Workplace learning strategies

In addition to the revised Business Education Framework/Performance Standards, supplementary resource materials will be developed including integrated performance activities, sequential courses of study, guides for each of the career path clusters/areas of specialization, workplace learning strategies, guidance materials, and integrated curriculum models/strategies.

How Curricula Addresses State Labor Market Needs

The four career paths in the Business Education Framework, (1) Computer Science and Information Systems, (2) Business Management, (3) Accounting and Finance, and (4) Marketing, are researched-based and grounded in predictions by government and employment agencies regarding career opportunities for the future. The EDD predicts that employment in the business services industries will grow to 7.6 million by the year 2005. These careers encompass the four Business Education career paths including computer and data processing services as well as market research, finance, and management consultants. By the year 2000, more than a million workers will be employed in office careers, a growth of 22.4%.

Retail sales will add the most jobs by the year 2005. Employment for sales occupations is expected to expand by 30% due to large gains in wholesale and retail trade and increased marketing activities in service industries, telecommunications, financial services, and transportation industries.

The EDD 1987-2000 Projections indicated the following occupations as the fastest growing: Paralegals, Tax Preparers, Employment Interviewers, Systems Analysts, and Computer Programmers.

Occupations adding the most jobs, based on EDD 1987-2000 Projections, included the following: Salespersons, General Managers, General Office Clerks, Cashiers, Accountants/Auditors, and Secretaries.

Health Careers

Professional Development

Proposed Expenditures	**1994-95**	**1995-96**
Secondary	$ 202,564	$ 198,314
Postsecondary	300,000	300,000
Totals	**$502,564**	**$498,314**

The professional development activities included in the State Plan for health careers education are intended to assure that teachers and administrators responsible for health career path programs are informed and prepared to address both health care reform and education redesign as they impact curriculum content and student preparation. The activities include information and processes on implementing the latest teaching strategies, new employment work groups, performance-based assessment, integrated curriculum development and implementation, team building for developing teacher teams, and various other topics.

The funds assigned to the activities for professional development are primarily for technical assistance support by expert consultants from the health care industry, education redesign, and assessment/ evaluation. Funds will also be used for teacher and counselor release time and any related travel costs.

The purchasing, reproducing, and printing of documents, media, and other resources needed to support the professional development will be supported by these funds.

Curriculum Development

Proposed Expenditures	**1994-95**	**1995-96**
Secondary	$ 135,250	$ 131,250
Postsecondary	200,000	200,000
Totals	**$335,250**	**$331,250**

Funds assigned for curriculum development activities will be used to create across the disciplines action-based projects and supporting materials for grades 10, 11, and 12. Funds will also be used for creating middle school exploratory integrated modules, and performance-based assessment materials. Other items included in the curriculum development materials will support education partnerships across all segments and industry partnerships that will assure courses are articulated and relevant to current health care industry practices and procedures.

How Curricula Address State Labor Market Needs

The health care industry is one of the largest and fastest growing industries in the United States, representing 15% of the Gross National Product (GNP). The demand for health care services and human resources will continue to increase due to a number of factors which are:

1. An aging population that requires up to 3 times as many health services as the general population.

2. The rapid change in biomedical technology that supports treatment of infants with birth defects and survivors of traumatic injuries leading to improved survival rates for these patients.

3. Epidemics such as AIDS and other terminal diseases that continue to grow.

4. Changes in federal and state programs and legislation that causes an increased demand for health care services and human resources.

The supply of health care workers has failed to keep pace with demand, and the shortage of workers in health careers is substantially greater than in other key industries. Seven out of ten occupations with the highest growth for this decade are in the health care industry. The projected California health care employment needs for the year 2000 is 844,890 with annual figures being around 41,465.

Due to the need and the statewide restructuring educational movement in support of student career path selection, it is necessary to provide new and innovative curriculum development strategies of early health care career awareness, exploration and academic/vocational integration. This includes interdisciplinary curriculum development (health careers education is dependent upon student achievement in all of the academic disciplines), workplace learning (health careers education has been traditionally dependent upon actual "real life" experiences), development of a statewide policy council to support, promote, and expand health career opportunities, development of new assessment methods to measure student success, establishment of career guidance programs to support student health care career decisions, and the development of industry partnerships that provide unique opportunities for students and teachers.

It is also important to provide students with experiences requiring decision making, problem solving, teamwork, ability to transfer already learned skills, use of technology, and critical thinking, to help them meet the challenges of the next century . There will be new initiatives in the health care industry and the students must have the ability to change and advance within their career cluster. All of these things must be addressed in the curriculum in order to keep pace with the health care community and prepare an adequate number of workers for the ensuing years.

Home Economics Education

Professional Development

Proposed Expenditures	**1994-95**	**1995-96**
Secondary	$ 189,958	$ 189,958
Postsecondary	120,000	120,000
Totals	**$309,958**	**$309,958**

In order to address the mandates in the Perkins Act and to implement the desired changes at the local level, it is imperative that extensive professional development activities are planned and conducted and that new curricula are designed to reflect the needs of business and industry as well as State and federal mandates and initiatives.

Curriculum Development

Proposed Expenditures	**1994-95**	**1995-96**
Secondary	$ 181,856	$ 181,856
Postsecondary	80,000	80,000
Totals	**$261,856**	**$261,856**

Curriculum development activities will include:

- Updating and disseminating the Child Care and Education Occupations Guide.
- Preparing curricula for the career path clusters of Food Service and Hospitality Occupations and Fashion Design, Manufacturing and Merchandising
- Developing a strategies manual for interdisciplinary teaming and integrated curriculum
- Updating the Home Economics Career Guide

How Curricula Addresses State Labor Market Needs

Curricula will be developed for labor market needs in several California industries. The hospitality industry, which includes food, lodging, recreation, and travel-related services, employs over 730,000 individuals and brings over $54 billion to the California economy. Food science, dietetics, and nutrition services contribute to the health industry. The demand for quality children's services, including child care and recreation, continues to be high. The labor market for services to families and the elderly continues to grow with the increased number of single parent families and aging population. As the range of consumer products grows and the complexity of personal finance increases while the individual and family time available decreases, new jobs are emerging to provide consumer services to individuals and families. California now ranks number one among the states in fashion design, manufacturing, and merchandising.

Industrial And Technology Education

Professional Development

Proposed Expenditures	**1994-95**	**1995-96**
Secondary	$ 240,000	$ 240,000
Postsecondary	300,000	300,000
Totals	**$540,000**	**$540,000**

The Industrial and Technology Education Program plans for statewide leadership include technical assistance and professional development in establishing integrated academic and industrial and technology education programs. These programs are based on performance standards which ensure that scientific principles, mathematical concepts and communications skills are mastered. In order to address integrated secondary and postsecondary multilingual instructional and support services that ensure equal access to Industrial and Technology Education programs, the professional development needs of instructors, counselors, administrators, business and industry partners will focus on a comprehensive planning process at site, district, regional and state levels for the purpose of implementing the K-14 Industrial and Technology Education Framework and Performance Standards.

Curriculum Development

Proposed Expenditures	**1994-95**	**1995-96**
Secondary	$ 244,314	$ 244,314
Postsecondary	200,000	200,000
Totals	**$444,314**	**$444,314**

The Industrial and Technology Education Program provides statewide leadership in establishing quality and relevant Industrial and Technology Education programs ensuring systematic awareness, exploration, and assessment of industry and workplace skill attainment in varied vocational environments. These programs are based on performance standards which ensure employability, transition to work and/or advanced training while promoting the development and use of strategies that foster critical thinking, problem-solving, leadership, and academic skill attainment. There will be continued focus on the refinement of Model Curriculum Standards, Program Framework, and Implementation Guides for Industrial and Technology Education in California to reflect new technology, authentic assessment, and the integration of math, science, and communication competencies. To assure the continuity of the Industrial and Technology programs for all students, a sequence of courses will be articulated between secondary, ROC/P, adult schools, and community colleges. The combination of secondary and postsecondary opportunities, combined with workbase learning experiences and site-based program certification, are key elements in the planned curriculum development process.

How Curricula Addresses State Labor Market Needs

Industrial and Technology Education (ITE) programs are responding to the complexity of advancing technology, the rapidity of technological change and related state labor market needs. Students need help to discover that education in a single discipline and skill preparation specific to a current job is no longer adequate for career success in a technological culture.

Industrial and technology education students will transition to and from school to a wide variety of established and emerging occupations in California. Future employment growth is projected in construction, transportation, communication, utilities and manufacturing industries and is expected to generate a substantial number of new jobs. Future employment in the service sector, including all repair services, will experience both strong absolute and relative growth.

Projections are for most U.S. companies to become smaller, employing fewer people. Additionally, technicians, ranging from computer repairpersons to biotechnologists, will replace manufacturing operatives. Computers will take over progressively more of the work that can be routinized, such as guiding machines that make things to transmitting information within the organization or across its boundaries.

Sex Equity And Consumer Home Economics Professional And Curriculum Development

Professional and curriculum development activities for Sex Equity are discussed in Section VI. Professional and curriculum development for Consumer Home Economics (III-B) are described in Section IX.

GUIDANCE AND COUNSELING

SECONDARY

403.32(a)(15)(i)
113(b)(20)(A)

Planned Expenditures	**1994-95**	**1995-96**
Professional Development	$ 76,058	$ 76,058
Curriculum Development	36,057	36,057
Assessment/Data Collection	14,014	14,014
Totals	**$126,129**	**$126,129**

State Priorities To Be Addressed

1. Integration and sequencing of academic and vocational education curriculum.
2. Curriculum and program strategies reflecting workplace needs.
3. Instructional and support services responsive to the needs of students who are members of special populations.

Goals

1. Provide guidance and counseling services for program access, job placement, and transitional services, recruitment to enter nontraditional programs, and parental and industry involvement.
2. Restructure the guidance system to address the unmet needs of special populations students in vocational education.
3. Facilitate communication between the various counseling and guidance deliverers.
4. Identify and demonstrate guidance models that include participation by teachers, counselors, parents, and industry.
5. Support counseling articulation efforts to include an emphasis on career awareness and exploration that will result in students' developing decision-making skills, considering optimum career paths, and developing academic and career competencies necessary for a successful transition from school-to-work and/or postsecondary education.
6. Incorporate the National Guidelines for Career Development in career guidance programs to facilitate student self-awareness, career awareness, and informed decision making.

Activities

1. Establish a student services network in which K-12 counselors meet with counseling professionals from institutions of higher education to increase the coordination and communication among the institutions, initiate comprehensive career development strategies and promote career training sequences appropriate to labor market needs and student interests.

2. Provide staff development opportunities to counselors on career assessment tools, labor market information, career paths available through vocational education, academic requirements for postsecondary options, emerging careers, and the needs of special populations.

3. Establish a statewide distribution system for career development materials, including the National Guidelines for Career Development and career development assessment instruments.

Rationale

Based on the statewide needs assessment, communication between the various counseling and guidance deliverers needs to be facilitated. The statewide needs assessment indicated the need to identify and disseminate career information resources to counselors and career-vocational education personnel.

Expected Outcomes

1. K-12 counseling staff will have met with their ten region counterparts in neighboring institutions of higher education to identify common needs, facilitate students career paths, promote career training programs and related sequences, and to propose future articulation activities. Counselors will have used information on current and emerging career trends, assessment instruments, and the career paths supported by instructional programs.

2. Regional workshops will have been conducted to distribute and promote career development materials, including those materials developed at state and federal levels. Counselors will have incorporated concepts from those materials at their employment sites.

POSTSECONDARY

403.32(a)(15)(i)
113(b)(20)(A)

Planned Expenditures	**1994-95**	**1995-96**
Professional Development	$ 240,000	$ 240,000
Curriculum Development	160,000	160,000
Data Analysis	87,000	87,000
Totals	**$487,000**	**$487,000**

State Priorities To Be Addressed

1. The integration and sequencing of academic and vocational education.
2. Curriculum and program strategies reflecting workplace needs.
3. Instructional and support services responsive to the needs of students who are members of special populations.

Goals

1. Provide guidance and counseling services for program access, job placement, and transitional services, recruitment to enter nontraditional programs, and parental and industry involvement.
2. Restructure the guidance system to address the unmet needs of special populations students in vocational education.
3. Facilitate communication between the various counseling and guidance deliverers.
4. Identify and demonstrate guidance models that include participation by teachers, counselors, parents, and industry.

Activities

1. Analyze data on student post-employment and earnings, by industry, for use in career exploration, career planning, and job placement.
2. Develop and disseminate effective and efficient training modules, based on National Career Development Guidelines, for career development providers including counselors, instructors, and paraprofessionals.

3. Provide professional development activities through a placement information network to serve as a clearinghouse and model for job placement in community colleges.

4. Provide staff development opportunities to encourage job placement personnel, cooperative work experience education coordinators, gender equity coordinators, and special populations coordinators to utilize internships in business and industry.

5. Support comprehensive staff and curriculum development program which focuses on industry standards, linkages between cooperative work experience education, career development, job placement, and tech prep, and placement of students who are members of special populations.

Rationale

There is need for:

1. Accurate data on student completers of vocational education and job placements.
2. Exemplary models that are adopted at the local level.
3. Improvement in skill enhancement of responsible site personnel.
4. Upgraded skills in relationship to changes in business and industry.
5. Increased support for school-to-work transition through the coordinated efforts of multiple providers.

Expected Outcomes

1. Improved decision-making based upon current, accurate labor market data.
2. "Best available" practices disseminated statewide.
3. Career development service providers will have improved skills to respond to other changes and improvements.
4. Increased knowledge of the needs of business and industry.
5. Provision of comprehensive cooperative work experience, career development and job placement counseling.

PROCEDURES FOR DETERMINING COMPARABILITY

403.32(a)(14)
113(b)(19)

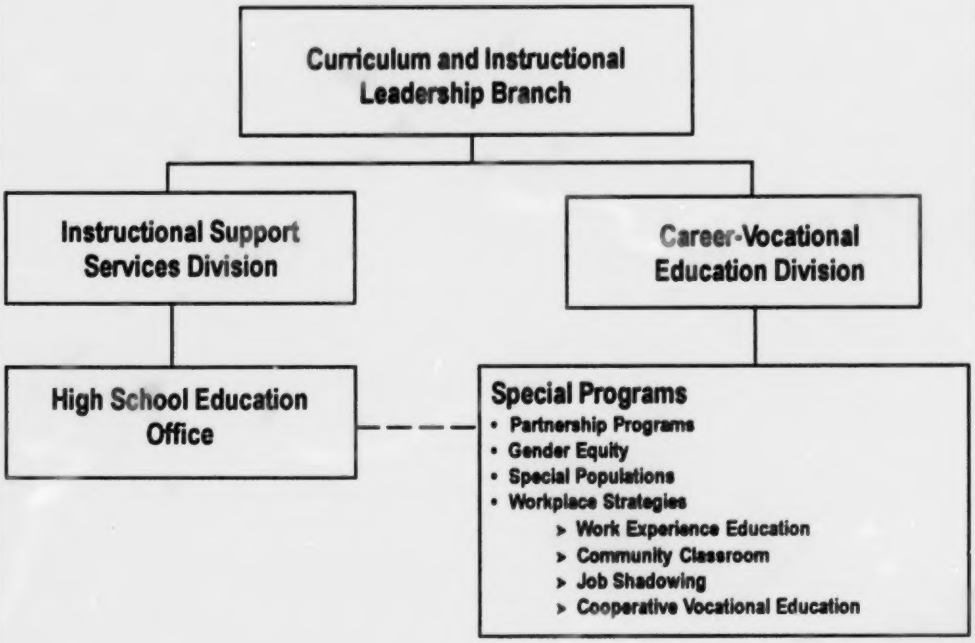
Two actions will be taken to ensure LEA compliance with the comparability requirement of the Perkins Act funds.

1. Requirement of an assurance in the LEA application that local funds used in the school/college that receives Perkins Act funds provide services which, taken as a whole, are at least comparable to services being provided in schools which are not receiving these funds (Appendix 3); and

2. A test for LEA compliance ~~with~~ this provision via the compliance review process.

STRUCTURE AND DELIVERY OF SECONDARY CAREER GUIDANCE, VOCATIONAL COUNSELING AND JOB PLACEMENT PROGRAMS

Table 8.2


Curriculum and Instructional Leadership Branch
Instructional Support Services Division
Career-Vocational Education Division
High School Education Office
Special Programs
• Partnership Programs
• Gender Equity
• Special Populations
• Workplace Strategies
➤ Work Experience Education
➤ Community Classroom
➤ Job Shadowing
➤ Cooperative Vocational Education

The above table illustrates the general functional structure for career guidance, vocational counseling, and job placement delivery systems.

The coordination of comprehensive student support services rests with the High School Education Office. The delivery of services will be made in conjunction with the elementary, middle grades, and the high school divisions.

PERKINS EXPENDITURES VS. STATE AGGREGATED EXPENDITURES FOR GUIDANCE AND COUNSELING AGAINST 1988-89

403.32(a)(15)(ii)
113(b)(20)(B)

	1988 State Aggregate[1]	1990-91 Perkins II[2]	1991-92 Perkins II	1992-93 Perkins II
CDE	$ 4,151,727	$ 5,602,384	$ 6,763,045[3]	$ 9,113,230[4]
COCCC	6,352,147	6,123,623	6,688,901[5]	6,700,000[6]
Totals	**$10,503,874**	**$11,726,016**	**$13,451,946[7]**	**$15,813,230[7]**

Sources:

[1] 1988-89 Final Financial Status Report, April 15, 1992.
[2] 1990-91 Final Financial Status Report, April 30, 1993.
[3] Vocational Education Fiscal System-Summary of Title II (Form CDE101-A) November 19, 1993.
[4] Vocational Education Fiscal System-Summary of Title II (Form CDE 101-A), November 8, 1993.
[5] Summary of Final Claims through November 30, 1993 is $3,688,901. (Projected Final Claims is an additional $3,000,000).
[6] Final Claims for 1992-93 are due April 20, 1994. This is a projected figure.
[7] These totals include both reported and projected final claims.

Analysis of the Final Financial Status Report for both agencies, utilizing Title II-C Basic Grant funds, indicates that expenditures for guidance and counseling services for vocational education students exceed the base expenditures for FY 1988-89.

BUSINESS-LABOR-EDUCATION PARTNERSHIP FOR TRAINING PROGRAM

Currently neither the California Department of Education nor the California Community Colleges conducts the Business-Education Partnership Program. This program is authorized as Public Law 100-418 and funded by the U.S. Department of Education. The administration's fiscal 1994 funding bill deleted the funding of this program.

403.32(a)(27)
332(b)(1)
403.32(a)(28)
332(b)(2-4)
403.32(a)(29)
332(b)(5)
403.32(a)(30)
332(b)(6)

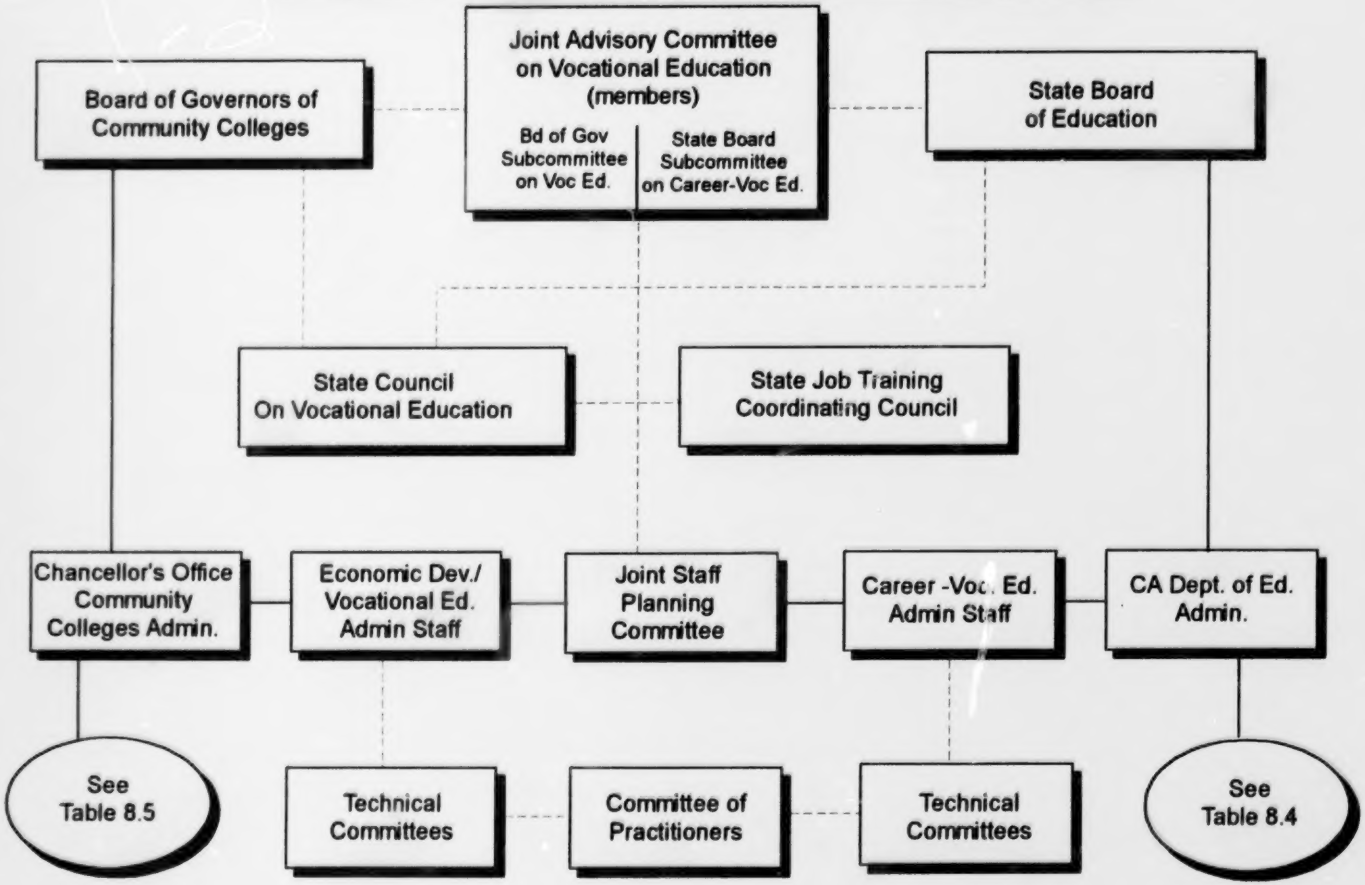
Should the program be funded, the two State education agencies will jointly develop a Request For Proposal/Application which meets the federal program requirements. The projects will be awarded on a competitive basis, in accordance with program regulations.

The Business-Labor-Education Partnership for Training Program, if funded would support:

- apprenticeships and internships in industry
- acquisition of new equipment
- teacher internships and teacher training
- use of representatives of business and labor in the classroom
- programs to increase access to special population students
- coordinated vocational education and labor and skill programs
- economic development projects
- career counseling and training for worker's retention
- skill upgrade training
- new and emerging occupational training

The California program will encourage the expansion of Business-Labor-Education Partnerships and will provide additional resources for programs which link job training and work experience.

Table 8.3
Cooperative Organization For Coordination of PL 101-392 Career-Vocational Educational Planning At The State Level


Board of Governors of Community Colleges
Joint Advisory Committee on Vocational Education (members)
Bd of Gov Subcommittee on Voc Ed.
State Board Subcommittee on Career-Voc Ed.
State Board of Education
State Council On Vocational Education
State Job Training Coordinating Council
Chancellor's Office Community Colleges Admin.
Economic Dev./ Vocational Ed. Admin Staff
Joint Staff Planning Committee
Career -Voc. Ed. Admin Staff
CA Dept. of Ed. Admin.
See Table 8.5
Technical Committees
Committee of Practitioners
Technical Committees
See Table 8.4

GOVERNANCE AND ADMINISTRATIVE STRUCTURES

403.32(b)(8)
113(b)(10)

This section of the plan is organized into two parts. The first part will identify the governance structures, policies, and advisory groups to the State Board of Education and the Board of Governors, California Community Colleges; the second part will focus on the administrative structures for the California Department of Education and the Chancellor's Office, California Community Colleges.

GOVERNANCE, POLICIES, AND ADVISORY GROUPS

Governing Boards

The State Board of Education (herein called "the Board" or "the State Board") is the sole State agency in California responsible for administration and the responsibilities described in Section 111 of the Carl D. Perkins Vocational and Applied Technology Education Act. The Board of Governors of the California Community Colleges cooperates with the State Board of Education in this effort through an interagency agreement and a Memorandum of Understanding (MOU) that has been approved by both Boards. (See Appendix 10)

California State Board Of Education

Education Code Sections 33000-33040 make provisions for the State Board of Education. Education Code Sections 12000, 12001, 12020, and 12050-12060 vest the State Board with all necessary power and authority to submit this Plan and to administer its provisions.

The State Board consists of ten members who are appointed by the Governor with the advice and consent of two-thirds of the State Senate. Additionally, one voting student member is also appointed to the Board by the Governor. The State Superintendent of Public Instruction is the executive officer of the State Board.

The Board adopts rules and regulations not inconsistent with the laws of the State of California for:

1. Its own governance
2. The governance of its appointees and employees
3. The governance of the day and evening elementary schools, the day and evening secondary schools, and the technical and vocational schools in the State

Board Of Governors, California Community Colleges

Education Code Section 71000 makes provisions for the Board of Governors of the California Community Colleges. The Board of Governors, through an interagency agreement and a Memorandum of Understanding (MOU), cooperates with the State Board in its general responsibilities for federal vocational education programs.

The Board of Governors consists of 16 members, including one voting student and two voting faculty members, who are appointed by the Governor with the advice and consent of two-thirds of the State Senate.

The Board of Governors appoints a chief executive officer, known as the Chancellor of the California Community Colleges, and establishes the salary. To the extent permitted by federal law, the Chancellor administers federal funds allocated to the public community colleges.

General Policies Of The State Board Of Education And Board Of Governors, California Community Colleges

The State Board of Education and Board of Governors have adopted the following policies on vocational education:

- Memorandum of Understanding Between the California State Board of Education and the Board of Governors of the California Community Colleges

  The Board of Governors and the State Board have mutually drafted and approved proposed legislation to amend Section 12050 of the Education Code. This proposed legislation reads in part, "In recognition of the need for coordinated delivery of vocational education and training in California, the California State Board of Education and the Board of Governors, California Community Colleges, shall enter into a memorandum of understanding which shall. . . assure shared planning and coordination; and . . .delegate to the Board of Governors of the California Community Colleges, in consonance of the requirements of the federal act and regulations, the maximum responsibility in administration, operation, and supervision of policies and procedures related to community college vocational programs provided for in this act."

- Responsibilities of the Sole State Agency

  The Act requires that the State Board, as the State agency designated by California statutes, be responsible for the administration or the supervision of the State vocational education program. The responsibilities of the State Board for federal vocational education funds include the following functions which may not be delegated:

a. The responsibility for the coordination of the development, submission, and implementation of the State Plan and the evaluation of the program, services, and activities assisted under this Act pursuant to Section 113(b)(8) and Sections 116 and 117.

b. The development, in consultation with the State Council on Vocational Education, and the submission to the Secretary of the State Plan required by Section 113 and 114.

c. Consultation with the State Council established pursuant to Section 112 and other appropriate agencies, groups, and individuals involved in the planning, administration, evaluation, and coordination of programs funded under this Act.

d. Convening and meeting as a State Board (consistent with State law and procedures for the conduct of such meeting) at such time as the State Board determines necessary to carry out its functions under this Act, but not less than four times annually.

e. The adoption of such procedures as the State Board considers necessary to implement State-level coordination with the State Job Training Coordinating Council to encourage cooperation in the conduct of their respective programs.

Except with respect to the functions set forth above, the State Board may delegate any of its other responsibilities involving administration, operation, or supervision, in whole or in part, to one or more appropriate State agencies. 111(a)(1)

Responsibilities For Coordination Of Sex Equity Programs

The State Board has designated one full-time professional staff member within the California Department of Education as the State's sex equity administrator. In accordance with the provisions of Section 111(b)(1)(A-L), this person will administer the program of vocational education for single parents and homemakers described in Sections 221, 222, and 223, and:

- Develop an annual plan for sex equity and single parent/ homemaker funds.

- Manage the distribution of all funds pursuant to Section 223.

In addition, the Chancellor's Office of the California Community Colleges will employ a staff person to assist the state's sex equity administrator with the implementation of Section 221 and 222 within the community college system. (Please refer to Section VI.)

Technical Committees

The State Board, in consultation with the State Council, has established technical committees to advise the Board, Council, State Department of Education, and Chancellor's Office of the California Community Colleges on the development of model curricula to address State labor market needs.

These technical committees are responsible for developing an inventory of skills to help define state of the art model curricula. The inventory provides the level of knowledge and skills needed for entry, retention, and advancement in occupational areas.

Procedures for membership, operation, and duration of the technical committees are established by the State Board. The membership includes representatives of:

1. Employers from relevant industry or occupation for which the committee is established;
2. Trade or professional organizations representing relevant occupations; and, (as appropriate),
3. Organized labor.

State Committee Of Practitioners

The State Board appointed a State Committee of Practitioners as required by Section 115, after consulting with the State organizations, councils, and individuals prescribed by Section 512(a). The State Committee of Practitioners consists of representatives from nominees solicited from state organizations representing school administrators, teachers, parents, members of local boards of education, and appropriate representatives of higher education. The committee consists of:

1. Representatives of local education agencies, who constitute the majority of the members of the committee
2. School administrators
3. Teachers

4. Parents
5. Members of local boards of education
6. Representatives of institutions of higher education
7. Students

Joint Advisory Committee On Vocational Education

Mutually adopted resolutions or agreements of the State Board and the Board of Governors have established, on a continuing basis, the Joint Advisory Committee on Vocational Education.

Purpose

The Joint Advisory Committee on Vocational Education is an advisory body created by the State Board of Education and the Board of Governors of the California Community Colleges to provide a forum for discussion of federally funded vocational education programs and services. The committee promotes articulation, cooperation, and collaboration in the statewide coordination and planning for high-quality vocational education programs and services at all educational levels and makes recommendations that are in the best interests of the State on those matters of mutual concern to the State Board of Education and the Board of Governors.

Functions

The functions of the Committee are to facilitate communication, articulation, and coordination and to make recommendations necessary to accomplish the following major tasks:

1. Encourage coordination in the planning, development, and implementation of the State Plan and/or amendments to the Plan.

2. Distribute shared federal funds between the State Board of Education and the Board of Governors in accordance with the State Plan, the Memorandum of Understanding, and the Perkins Act.

3. Assure compliance with the State Plan and federal requirements in regard to evaluation of programs and services, data collection, and fiscal and performance reports.

4. Provide a forum for discussion of issues and concerns on vocational education programs and services supported by the shared federal funds by secondary school and community college districts, local education agencies, and other interested parties.

5. Encourage program improvement, integrated academics, research, exemplary and innovative programs, curriculum development, personnel training, guidance and counseling, gender equity, technical preparation, and other special projects and areas determined to be of mutual interest and concern.

6. Encourage long-range planning to meet the education and employment needs of California, including emerging occupations and applications of new technologies.

7. Support access by and supportive services to underserved populations for entrance to and success in vocational education programs.

Operational Procedures

The Joint Advisory Committee on Vocational Education consists of three members of the State Board of Education and three members of the Board of Governors of the California Community Colleges. Members are appointed annually by the presidents of their respective boards for one- or two-year terms. To provide continuity, terms are staggered so that at least two members, one from each board, will continue the following year. The chair and vice-chair of the committee rotate each year between representatives of the State Board of Education and the Board of Governors.

The committee holds regularly scheduled meetings on a quarterly basis. All meetings are conducted in accordance with Roberts Rules of Order and the Bagley-Keene Open Meeting Act (Government Code Sections 11120-11131). The committee shall announce annually its schedule of regular meetings; if business necessitates, additional meetings may be scheduled.

The State Superintendent of Public Instruction and the Chancellor of the California Community Colleges annually designate staff to provide support to the Committee. Staff from both educational agencies cooperatively prepare agendas, reports, minutes, and other necessary materials for committee meetings.

Interagency Agreements

The Department of Education and the Chancellor's Office shall annually prepare interagency agreements to transfer federal vocational education funds to the Board of Governors, California Community Colleges, according to the approved process for division of funds. Such financial support shall be provided from funds that accrue from PL 101-392 funds for vocational education.

The California Department of Education uses a "first-in first-out" method of billing and accounting for federal funds and, therefore, annually, after financial records are reconciled, carryover funds generated by the Chancellor's Office shall revert to the Board of Governors through an amendment to the interagency agreement(s). Specific timelines for the development and approval of the interagency agreement(s) have been mutually established to assure timely flow of funds to all eligible districts and agencies. The following steps in the interagency agreement process must begin by April of each year with final approval by June 15:

1. Draft agreement(s) jointly developed, based on prior year's funding
2. Final draft(s) submitted for interagency agreement approval process
3. Approval of interagency agreement(s) by June 15

Amendment(s) to reflect (a) any increase or decrease in funds from the U.S. Department of Education and (b) any carryover funds from prior years will be finalized by November 30.

Although the above timeline is subject to a timely flow of information from the U.S. Department of Education, the interagency agreements can be renewed using past year allocation figures and amended to reflect current year dollars when California's grant award notification letter is received.

Duration And Amendment To Cooperative Agreement

The Board of Governors and the State Board have mutually drafted and approved this cooperative agreement and established it in the Education Code (Section 120540). This agreement may be amended or revised by the mutual, written consent of the parties hereto and shall be reviewed each time a new State Plan is developed.

Equal Access

It is the policy of the State Board of Education and the Board of Governors, California Community Colleges, to provide equal access and opportunity in preparation for employment and in employment for all persons and to prohibit discrimination based on race, sex, color, religion, age, disability, ancestry, or national origin in every aspect of vocational education and in employment development, advancement, and treatment of employees. It is also the policy to promote equal vocational education and employment opportunity through a continuing equal access program.

Affirmative Action

It is the policy of the State Board of Education and the Board of Governors, California Community Colleges, that each local education agency that expends funds for vocational education under this State Plan shall comply with the guidelines and affirmative action employment programs and regulations that were adopted by the State Board of Education and the Board of Governors, California Community Colleges.

Development Of The State Plan And/Or Amendments

The State Plan shall be developed in compliance with Section 113 of the Carl D. Perkins Vocational and Applied Technology Education Act (and any acts amending or succeeding the Act). The process shall include an assessment of program quality as required in Section 115 of the Act, as well as broad field input from practitioners, educators, business, industry, labor, and government. The State Plan shall describe the estimated distribution of funds for each type of institution listed by instructional level, as required in Section 403.32(b)(4) of the final rules and regulations, and be in support, to the extent possible, of related State priority efforts as identified by the State Board of Education and the Board of Governors.

Any individual, eligible recipient, organization, State agency representative, or member of the State Board of Education or the Board of Governors may make recommendations as to the content of the State Plan, providing such proposals are not in conflict with PL 101-392.

Process For Adoption Of State Plan

Two or more public hearings shall be held to allow comments and recommendations on the State Plan. Public notice procedures of the State Board of Education shall be followed. The State Board of Education shall establish and convene a panel representing the State Board of Education, the Board of Governors, and including representatives of agency staff to hear public testimony on the proposed Plan. Every effort will be made to schedule public hearings on the State Plan to provide maximum access to individuals wishing to testify before the panel. Written input may also be submitted as directed in the Public Hearing notice. A summary of the testimony and the hearing testimony and the hearing panel's recommendations will be prepared by agency staff following the hearings.

The State Committee of Practitioners on Vocational Education shall review and comment on any proposal pertaining to their responsibilities, as required in Section 115 of the Act. The State Council on Vocational Education (SCOVE) and the State Job Training Coordinating Council

(SJTCC) shall have the opportunity to review and comment on the proposed Plan at least sixty (60) days prior to submission to the U.S. Department of Education, as required in Section 403.33 of the final rules and regulations.

After consultation with the Board of Governors and with SCOVE and SJTCC, the State Board of Education will take action to approve the content of the State Plan. After approval, the State Plan will be submitted to the U.S Department of Education, along with a record of the review and comments, as required in the Final Regulations, 34 CFR Section 403.31 and 403.32. Upon receipt of approval of the State Plan by the U.S. Department of Education, the California Department of Education and the Chancellor's Office, California Community Colleges, will distribute the Plan in a timely manner to eligible recipients under PL 101-392 and interested parties.

Process For Development Of The State Plan

The State Plan will be submitted to the U.S. Department of Education by May 1 prior to the July implementation of the Plan. In order to meet this timeline, the process to develop the State Plan shall begin approximately 18-22 months in advance of the May 1 due date. The State Plan development process includes the following steps:

1. Preliminary planning process
2. Implementation of needs assessment and process for field participation and input
3. Completion of first draft
4. Sixty day review and comment on proposed Plan by SCOVE and SJTCC
5. Public hearings on proposed Plan (30 day advance notice required)
6. Final editing of Plan
7. Submission of State Plan to Joint Advisory Committee on Vocational Education
8. State Plan recommended to Board of Governors and State Board of Education
9. Formal action to approve State Plan by State Board of Education

10. Submission of State Plan to U.S. Department of Education by May 1

Process To Monitor Implementation Of The State Plan

On a quarterly basis, the California Department of Education and the Chancellor's Office, California Community Colleges, shall provide information to the Joint Advisory Committee on Vocational Education and their Boards regarding implementation of State Plan goals and objectives and the related expenditures. Any proposal for amending the planned uses of funds shall be brought to the Board of Governors and the State Board of Education for discussion and consideration prior to any changes being made.

Annually, the State Board of Education will review the progress of the major efforts for the vocational education programs and services of the California Department of Education and the Chancellor's Office, California Community Colleges. This review will also include major focus and plans for the next year. In compliance with the State Plan, the MOU, and the federal Act, available funds will be directed to the California Department of Education and the Chancellor's Office. The division of dollars in this State Plan is based upon the statewide needs assessment and such factors as they relate to the needs and statewide priorities.

State Plan Amendments

The need to amend the State Plan may arise at any time during the year when changes in program conditions, labor market conditions, funding, or other factors require substantial amendment of an approved State Plan. Any individual, eligible recipient, organization, State agency representative, or member of the State Board of Education or the Board of Governors may suggest amendment(s) to the State Plan. The State Board of Education will refer the proposed amendment(s) to the Joint Advisory Committee on Vocational Education and staff of the two agencies for review and research and provide an appropriate mechanism for field input and discussion. The State Board of Education will then determine (1) if the proposed amendment(s) address and meet the intent of the Act, and (2) if the proposed amendment(s) warrant a public hearing.

1. Process for Adoption of Amendment(s) to State Plan:

   The process for adoption of amendments to the State Plan is identical to the process to adopt the State Plan.

2. Process for Development of Amendments to the State Plan:

   Once determination has been made that an amendment is needed, the following activities will occur:

   a. The proposed amendment(s) will be presented to the Joint Advisory Committee on Vocational Education, the Board of Governors, and the State Board of Education for review and comment.

   b. The proposed amendment(s) will be presented to SCOVE and SJTCC for review and comment.

   c. The State Board of Education will take action on the proposed amendment(s).

   d. If approved by the State Board of Education, the amendment(s) will be submitted to the U.S. Department of Education, along with a record of review and comment from the Board of Governors.

State Council On Vocational Education

Members of the State Council on Vocational Education (SCOVE) are appointed by the Governor in conformance with State statutes and the Act and its implementation regulations.

During each State Plan period described in Section 113(a)(1), the State Council shall:

1. Meet with the State Board of Education and the Board of Governors of the California Community Colleges or their representatives to advise on the development of the subsequent State Plan.

2. Make recommendations to the State Board and make reports to the Governor, the business community, and general public of the State concerning all of the following:

   a. The State Plan.

   b. Policies the State should pursue to strengthen vocational education (with particular attention to programs for the handicapped).

   c. Initiatives and methods the private sector could undertake to assist in the modernization of vocational education programs.

3. Analyze and report on the distribution of spending for vocational education in the State and on the availability of vocational education activities and services within the State.

4. Furnish consultation to the State Board on the establishment of evaluation criteria for vocational education programs within the State.

5. Submit recommendations to the State Board on the conduct of vocational education programs conducted in the State which emphasize the use of business concerns and labor organizations.

6. Assess the distribution of financial assistance furnished under PL 101-392, particularly with the analysis of the distribution of financial assistance between secondary vocational education programs and postsecondary vocational education programs.

7. Recommend procedures to the State Board to ensure and enhance the participation of the public in the provision of vocational education at the local level within the State, particularly the participation of local employers and local labor organizations.

8. Report to the State Board on the extent to which individuals who are members of special populations are provided with equal access to quality vocational education programs.

9. Analyze and review Corrections education programs.

10. Evaluate at least once every two years:

    a. The extent to which vocational education and employment and training programs in the State represent a consistent, integrated, and coordinated approach to meeting the economic needs of the State.

    b. The vocational education program delivery system assisted under PL 101-392 and the job training program delivery system assisted under the Job Training Partnership Act, in terms of such delivery systems' adequacy and effectiveness in achieving the purposes of each of the two Acts.

    c. Make recommendations to the State Board on the adequacy and effectiveness of the coordination that takes place between vocational education and the Job Training Partnership Act.

11. Comment on the adequacy or inadequacy of State action in implementing the State Plan.

12. Make recommendations to the State Board on ways to create greater incentives for joint planning and collaboration between the vocational education system and the job training system at the State and local levels.

13. Advise the Governor, the State Board, the State Job Training Coordinating Council, the Secretary, and the Secretary of Labor regarding such evaluations, findings, and recommendations.

The Council may submit a statement to the Secretary reviewing and commenting upon the State Plan. Such statement shall be sent to the Secretary with the State Plan.

ADMINISTRATIVE STRUCTURES

Organization For Effective Administration

Career-vocational education in California represents approximately 10% of the national effort. The State Board of Education has sole agency authority over federal vocational education and has formally delegated to the Board of Governors of the California Community College, via jointly drafted legislation (Education Code, Section 12050) and a Memorandum of Understanding that has been approved by both Boards, the maximum responsibility in administration, operation, and supervision of policies and procedures related to the community college vocational programs provided for in the Act. The Memorandum of Understanding formally addresses the need for shared planning and coordination of federal vocational education in this State in order to provide effective administration over both the secondary and postsecondary levels of career-vocational education. The interrelationship of this joint administrative effort is illustrated in Table 8.3, "Cooperative Organization for Coordination of PL 101-392 Career-Vocational Education Planning at the State Level."

Additionally, the roles and relationships in the administration and organization structures of career-vocational education are discussed below.

California Department Of Education (Table 8.4)

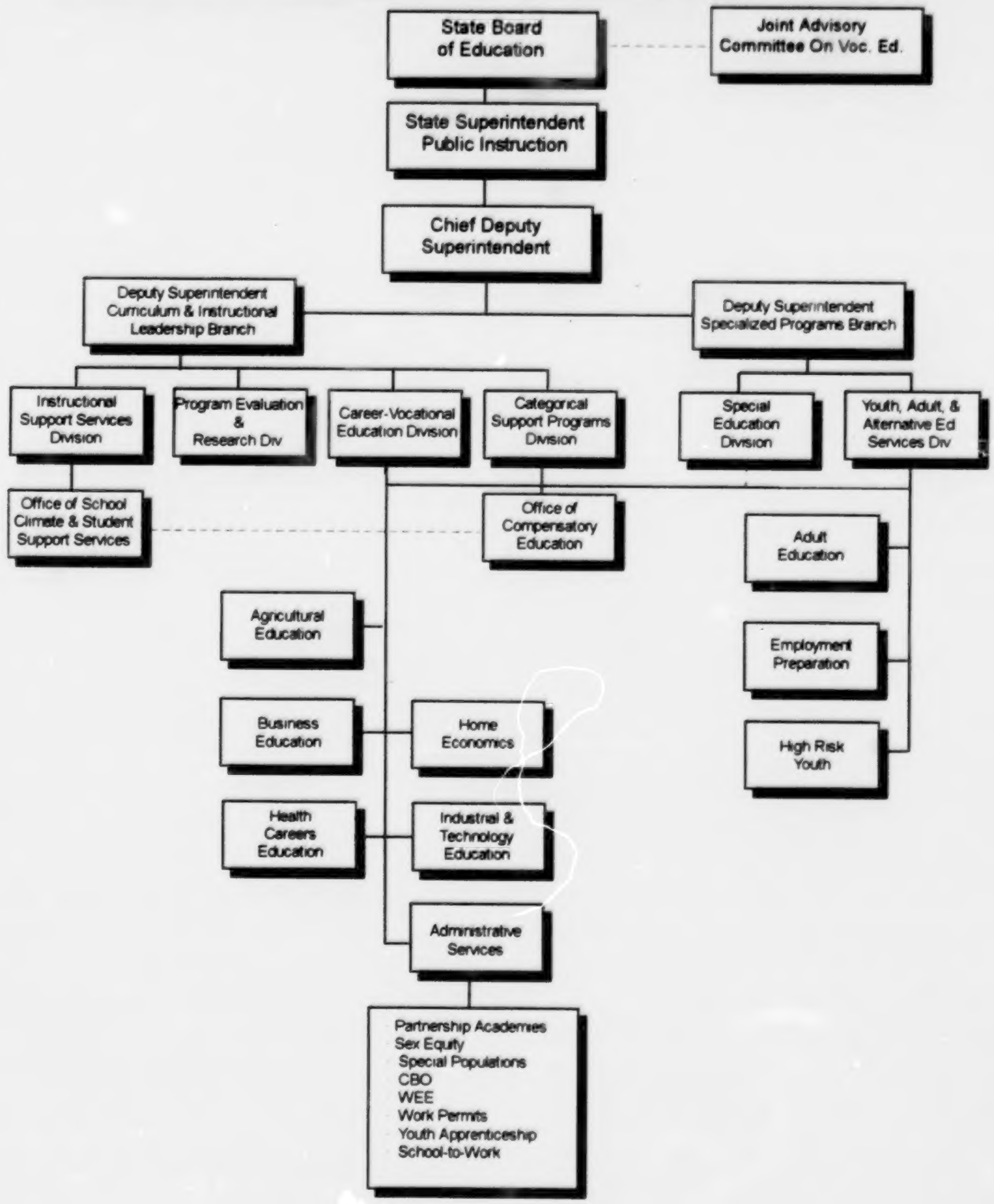
Assistant Superintendent And State Director, Career-Vocational Education Division

The Assistant Superintendent and State Director, Career-Vocational Education Division, is assigned responsibility for the administration and direction of career-vocational education in California public schools. This position provides overall leadership for the administration, coordination, and articulation for career-vocational education at the State level, including the integration of career-vocational education throughout the secondary school system and the Regional Occupational Centers/ Programs (ROC/Ps).

Staff Qualifications

Professional personnel who are directly employed by the State are classified as State staff. These persons are selected on the basis of job descriptions and through competitive examinations conducted under the auspices of the State Personnel Board.

Table 8.4
California Department of Education
General Organizational Structure for Career-Vocational Education


State Board of Education
Joint Advisory Committee On Voc. Ed.
State Superintendent Public Instruction
Chief Deputy Superintendent
Deputy Superintendent Curriculum & Instructional Leadership Branch
Deputy Superintendent Specialized Programs Branch
Instructional Support Services Division
Program Evaluation & Research Div
Career-Vocational Education Division
Categorical Support Programs Division
Special Education Division
Youth, Adult, & Alternative Ed Services Div
Office of School Climate & Student Support Services
Office of Compensatory Education
Adult Education
Employment Preparation
High Risk Youth
Agricultural Education
Business Education
Home Economics
Health Careers Education
Industrial & Technology Education
Administrative Services
Partnership Academies
Sex Equity
Special Populations
CBO
WEE
Work Permits
Youth Apprenticeship
School-to-Work

The job descriptions include minimum requirements of education, training, and practical experience and personal qualifications designed to ensure proficiency in various specialized areas of vocational and applied technology education and/or the integration of career-vocational education within the secondary school system.

Staff members devote primary attention to activities that directly contribute to the development, coordination, and administration of those secondary level vocational programs and services that qualify under provisions of this State Plan.

Chancellor's Office, California Community Colleges (Table 8.5)

Vice Chancellor, Economic Development And Vocational Education

The Vice Chancellor, Economic Development and Vocational Education, is responsible for administration, coordination and accountability of Economic Development, Vocational Education and Job Training Partnership programs in the California Community Colleges. This position provides overall leadership for the administration, coordination, articulation and accountability of economic development and vocational programs at the State level for the 71 community college districts and the 107 colleges that comprise the system.

Staff Qualifications

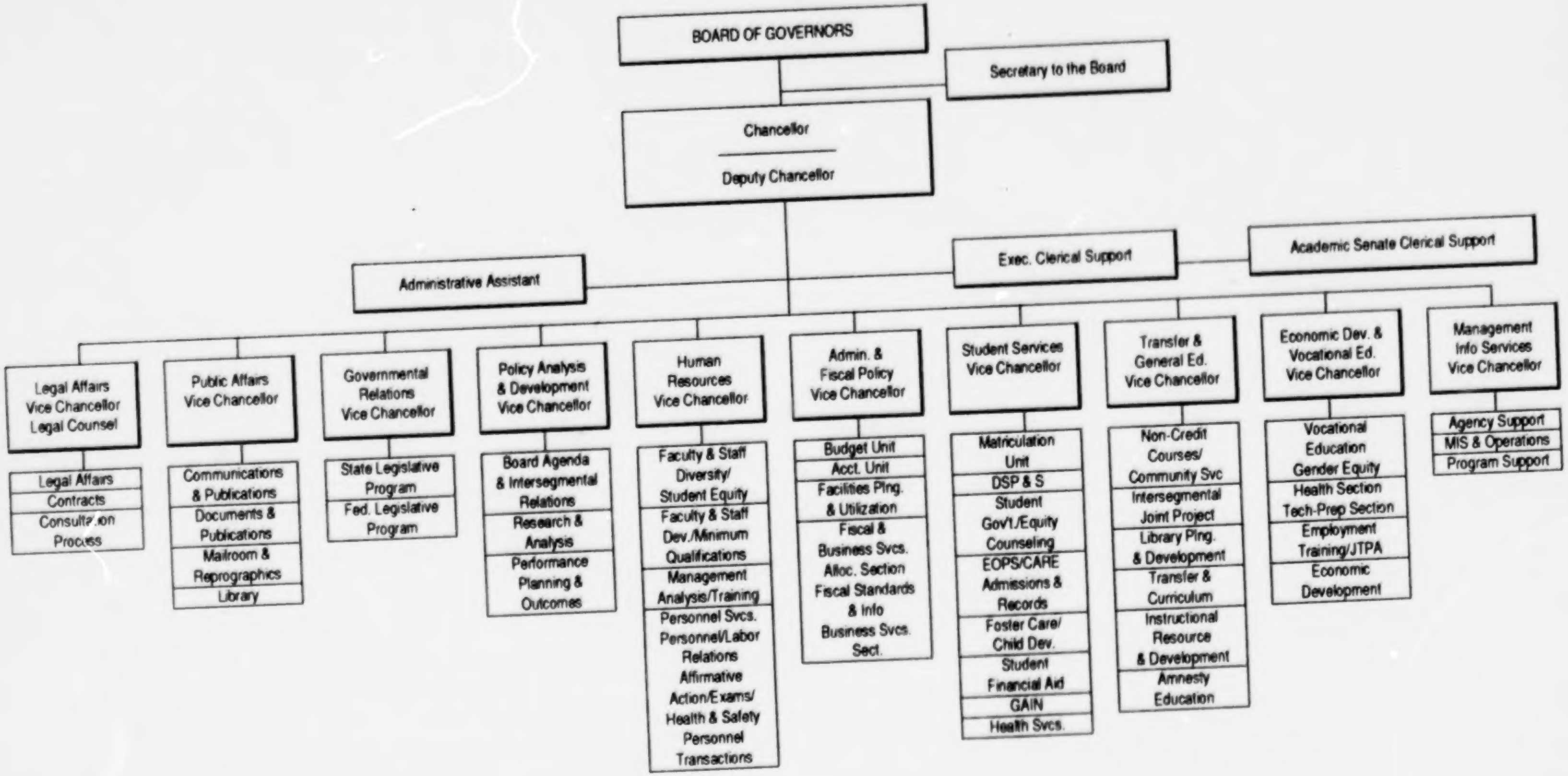
Professional and support personnel who are directly employed by the State are classified as State staff. These persons are selected on the basis of job descriptions and through competitive examinations conducted under the auspices of the State Personnel Board.

The job descriptions include minimum requirements of education, training, experience and personal qualifications designed to ensure state level leadership for vocational and applied technology education and the integration of academic and vocational education within the California Community Colleges.

Staff members devote primary attention to activities that directly contribute to the development, coordination, and administration of those economic development and vocational programs and services that qualify under provisions of this State Plan.

For further detail, refer to Appendix 11, Qualifications of Staff.

Table 8.5
Chancellor's Office
California Community Colleges


BOARD OF GOVERNORS
Secretary to the Board
Chancellor
Deputy Chancellor
Administrative Assistant
Exec. Clerical Support
Academic Senate Clerical Support
Legal Affairs Vice Chancellor Legal Counsel
Legal Affairs
Contracts
Consultation Process
Public Affairs Vice Chancellor
Communications & Publications
Documents & Publications
Mailroom & Reprographics
Library
Governmental Relations Vice Chancellor
State Legislative Program
Fed. Legislative Program
Policy Analysis & Development Vice Chancellor
Board Agenda & Intersegmental Relations
Research & Analysis
Performance Planning & Outcomes
Human Resources Vice Chancellor
Faculty & Staff Diversity/ Student Equity
Faculty & Staff Dev./Minimum Qualifications
Management Analysis/Training
Personnel Svcs. Personnel/Labor Relations Affirmative Action/Exams/ Health & Safety Personnel Transactions
Admin. & Fiscal Policy Vice Chancellor
Budget Unit
Acct. Unit
Facilities Plng. & Utilization
Fiscal & Business Svcs. Alloc. Section Fiscal Standards & Info Business Svcs. Sect.
Student Services Vice Chancellor
Matriculation Unit
DSP & S
Student Gov't./Equity Counseling
EOPS/CARE Admissions & Records
Foster Care/ Child Dev.
Student Financial Aid
GAIN
Health Svcs.
Transfer & General Ed. Vice Chancellor
Non-Credit Courses/ Community Svc
Intersegmental Joint Project
Library Plng. & Development
Transfer & Curriculum
Instructional Resource & Development
Amnesty Education
Economic Dev. & Vocational Ed. Vice Chancellor
Vocational Education Gender Equity
Health Section
Tech-Prep Section
Employment Training/JTPA
Economic Development
Management Info Services Vice Chancellor
Agency Support
MIS & Operations
Program Support

BEST COPY AVAILABLE

Divisions

Curriculum And Instructional Resources Division

The Curriculum and Instructional Resources Division can best be defined as that section of the Chancellor's Office operations that focuses on all areas related to the instructional delivery program of community colleges. There are five major program areas found within this division:

1. Educational Standards and Evaluation
2. Noncredit Adult and Continuing Education
3. Transfer Education and Articulation
4. Libraries and Learning Resources
5. Specially Funded Projects (the Fund for Instructional Improvement, Underrepresented Student Special Projects Fund, and Intersegmental Project Fund)
6. Course and Program Approval

The division also has responsibility for the implementation of other important program areas established in Title 5 of the *California Code of Regulations* including standards of scholarship and grading policies, long-range academic master planning, new colleges and educational centers, intersegmental academic relations, and distance education and telecommunications.

Policy Analysis And Development Division

The Policy Analysis and Development Division has four major operational responsibilities:

1. Administrative support and formal liaison to the Board of Governors
2. Policy analysis, including research and policy formulation
3. Development of the Board of Governors' *Basic Agenda,* bimonthly agendas, and an annual calendar
4. Chancellor's representative to: the California Postsecondary Education Commission; the California Community College Trustees Board (CCCT); the Community College League of

California (CCLC) Board; the UC Regents meetings; and the CSU Trustees meetings

5. Accountability and Research

In this division, proposed policy changes and their effects on institutions, students, faculty, and other agencies and organizations are analyzed on an ongoing basis from which policy is developed and submitted for information and action to the Board of Governors.

Economic Development And Vocational Education Division

The Economic Development and Vocational Education Division is committed to program improvement, with full access for underrepresented groups; faculty development and workforce development through education, training, and retraining. The staff is committed to providing leadership and technical assistance in enhancing the capacity of the community colleges to advance California's economic growth and global competitiveness. The division is responsible for the disbursement of federal and State funds, including Economic Development, Vocational and Applied Technology Education Act (Perkins), Job Training Partnership Act (JTPA), National Institute for Science and Technology (NIST), Health Services, and the Real Estate Endowment.

Legal Affairs/Contracts Division

The Legal Affairs/Contracts Division provides legal counsel to the Board of Governors, the Chancellor, and agency staff as requested; drafts and reviews proposed legislation and regulations; reviews all contracts and grants entered into by the agency; coordinates with the Attorney General's Office on litigation where the Board of Governors is a party; and anticipates the need for and recommends new legal policy. The division also provides advice and assistance to community college districts on the interpretation and implementation of laws affecting community colleges. Finally, the division coordinates the consultation process of the Board of Governors.

Fiscal Policy Division

The Fiscal Policy Division oversees the distribution and formulation of policies that determine the distribution of local assistance and capital outlay funds for the 71 community college districts. The division represents the system in advocating for local assistance and capital outlay funds with the Legislature and the Department of Finance. The division includes the following units: Accounting Office, Budget Office, Facilities Planning and Utilization, Fiscal and Business Services, and Grants and Contracts.

Human Resources Division

The Human Resources Division has overall responsibility for faculty and staff diversity; minimum qualifications and employment issues; faculty and staff development; and flex calendar; student equity planning; management analysis and training; and the Chancellor's Office personnel services.

Management Information Services Division

The Management Information Services Division serves as a clearinghouse for the collection, development, and dissemination of information concerning the community colleges. The division is also charged with assuring data quality in the reporting of community college information. The division is structured into four units:

1. Administrative
2. Information Systems Development
3. Operations and Network Support
4. Program Analysis and Support
5. Data Collection, Verification and Reporting

Student Equity Planning Unit

This unit is responsible for assisting all community college districts to have effective student equity programs. Activities include monitoring district program planning and implementation for student equity, providing for a systemwide student equity plan, an accountability reporting process, and providing technical assistance and resource contacts for districts.

Fiscal And Business Services Unit

This unit is responsible for the allocation of State apportionment funds; establishment of the system's financial accounting requirements; collection of the system's fiscal information; content revenue and issues resolution of third parties and audits of districts; monitoring districts' financial condition; and administration of the 50% Law. The unit also oversees the Business Services Section.

Minimum Qualifications/Faculty And Staff Development/Flex Calendar Unit

This section is responsible for assisting community college districts with employment issues related to AB 1725, especially minimum qualifications and equivalencies for faculty and administrators. Activities also include monitoring expenditures for and providing allocations for the Faculty and Staff Development Fund and Flex Calendar reporting.

Faculty And Staff Diversity Unit

This unit is responsible for assisting all community college districts to have effective affirmative action programs and for monitoring the results of progress. Activities include providing technical assistance; developing recruitment strategies; providing for a statewide diverse applicant pool through the Faculty and Staff Diversity Registry; and allocating the Faculty and Staff Diversity Fund.

Grants And Contracts Unit

This unit will work with those funds which are managed by the Chancellor's Office under the category of "Specially Funded Project Funds" regardless of their point of origin (Federal, State, or private foundation).

Budget Office

This office provides information and services regarding program appropriations, expenditures, revenue, funds conditions; and changes in authorized positions for State operations; local assistance; and capital outlay. This office also has responsibility for developing the agency's annual budget and monitoring expenditures for conformance during the fiscal year.

Accounting Office

This office processes all payments (except apportionments) for State operations, local assistance, and capital outlay expenditures.

Planning And Performance Outcomes Unit

Responsibilities include those activities necessary to plan, develop, and administer accountability programs required by AB 1725.

Research And Analysis Unit

This unit conducts research and policy analysis for the Board of Governors, the Chancellor's Office, other State agencies, and community college districts. The unit also analyzes effects of proposed policy changes on institutions, students, and faculty.

Student Services Division

The Student Services Division administers categorically funded programs and assists student services personnel in areas such as admissions, counseling, and health services at the 107 community colleges.

The division consists of the following units: Cooperative Agencies Resources for Education (CARE), Disabled Student Programs and Services (DSP&S), Extended Opportunity Programs and Services (EOPS), Foster Care Education and Child Development, Greater Avenues for Independence (GAIN), Matriculation, Student Development and Student Financial Assistance Programs, and Transfer and Articulation.

The categorical programs administered by the division assist students disadvantaged by social, language or economic background, or by a physical, communication, learning, or psychological disability. The programs are designed to assist students in gaining access to mainstream community college instruction and services, and provide special need-oriented supplemental instructional and support services that promote student retention and success. Additional programs administered are the Chancellor's Office Tax Offset Program (COTOP), which recovers outstanding student obligations to the districts through State income tax refunds and the Board Financial Assistant Program (BFAP), which offsets the enrollment fee for low-income students — both administered by the Student Financial Assistance Programs Unit.

EDUCATION AGENCY APPEAL PROCESS

SECONDARY

LEA

Any area vocational education school, intermediate educational agency, or local education agency which may wish to appeal a decision adverse to its interests with respect to programs assisted under the Act may appeal the decision by submitting a petition with its request, justification, and rationale for approval of the request. 403.32(b)(11) 113(b)(22)

In addition to the appeals procedures identified above, all appeal procedures specified in Section 76.401 of the Education Department General Administrative Regulations (EDGAR) will be followed.

Allocations And Consortium Appeals Process

Disputes arising between a local education agency and an area vocational education school or an intermediate education agency with respect to the allocation procedures or to the decision of a local education agency to leave a consortium may be appealed, using the process that follows. 231(d)(4)

Student, Teacher, And Area Residents Appeal Process

Parents, students, teachers, and area residents concerned with the State Plan will be able to provide input at public State Plan hearings which will be held throughout the State. They will also have an opportunity to provide input at the State Board of Education's meeting on the adoption of the Plan. 118(d)(1)

Parents, students, teachers, and area residents will have an opportunity to participate in decisions on local plans at local meetings for approval of local plans.

Parents, students, teachers, and area residents will also be able to appeal decisions by submitting an appeal to the local director of vocational education.

The appeal process will follow these procedures:

1. A written statement of the appeal shall be submitted to the local director of vocational education.
2. The appeal petition shall state the nature of the complaint, including statutes or regulations applicable to the situation.

3. An explanation and listing of evidence that supports the complainant's appeal will be described.

4. Points of disagreement with the decision affecting the agency shall be outlined.

5. Measurable and observable effect of the decisions considered adverse shall be described.

6. A description of the desired revision or outcome of the appeal in conformance with the Carl D. Perkins Vocational and Applied Technology Education Act will be provided.

7. If the issue cannot be resolved locally, it will be referred to the State Director of Career-Vocational Education Division.

8. The Director of the Career-Vocational Education Division will have 30 days to review the appeal and render a written decision to the parties concerned.

9. An adverse decision by the Director of the Career-Vocational Education Division may be appealed to the State Superintendent of Public Instruction, who will have 30 days to return a written decision to the appellant.

10. An adverse decision by the State Superintendent of Public Instruction may be appealed to the State Board of Education, which will respond within 30 days of a regularly scheduled board meeting.

POSTSECONDARY

Community Colleges Appeal Process

403.32(b)(11)
113(b)(22)

In the event of a dispute, Grantee/Contractor agrees to file a "Notice of Dispute" with the Chancellor's Office California Community Colleges within ten (10) days of discovery of the problem. Within ten (10) days, the Chancellor or his designee shall meet with the Grantee/Contractor and Project Monitor for purposes of resolving the dispute. The position of the Chancellor shall be final (SAM Section 1204).

In addition to the appeals procedures identified above, all appeals procedures specified in Section 76.401 of the Education Department General Administrative Regulations (EDGAR) will be followed.

STATE CORRECTIONAL AGENCIES

Section 102(a)(5) of the Act requires that an amount equal to 1% of the State's basic grant award be available only for programs for criminal offenders under Section 225. 403.180(b)(5) 102(a)(5)

Section 225 of the Act requires that the State Board designate one or more State correctional education agencies to administer vocational education programs under this Act for juvenile and adult criminal offenders in correctional institutions in the State, including correctional institutions operated by local authorities.

State law identifies the correctional agency in California. Under Title 7 (Administration of the State Correctional System) of Part 3 of the Penal Code, Section 5000 provides that there is a Youth and Adult Correctional Agency within the Department of Corrections. Penal Code Section 5003 provides that the Department of Corrections has jurisdiction over all of the men's and women's prisons in the State.

Section 1710 of the Welfare and Institutions Code provides that in the Youth and Adult Correctional Agency there is a Department of Youth Authority. The Youth Authority is the agency responsible for youthful offenders committed by the courts in California.

The State correctional agency that is designated shall submit to the State Board a plan for the use of funds provided to the corrections agency from the amounts reserved by the State under Section 102(a)(5).

Based on State Board determination, the 1% funds are evenly divided between vocational programs for youthful offenders and vocational programs for adult offenders. The California Department of the Youth Authority (CYA) was designated as the correctional agency responsible for administering the vocational education programs for youthful offenders. The California Department of Corrections was designated as the correctional agency responsible for administering the vocational education programs for adult offenders. Tables 8.6, 8.7 and 8.8 present the administrative structure for the education unit.

Title II, Part B, Section 225

403.32(b)(4) 113(b)(4)

Planned Expenditures	**1994-95**	**1995-96**
California Youth Authority-Secondary	$ 493,586	$ 493,586
California Department of Corrections-Adult	493,585	493,585
Totals	**$987,171**	**$987,171**

In administering vocational education programs receiving the 1% criminal offender funds, both of the designated State correctional agencies agree to do the following:

1. Give special consideration to providing services to offenders who are completing their sentences.
2. Give special consideration to providing grants for the establishment of vocational education programs in correctional institutions that do not have such programs.
3. Provide vocational education programs for women who are incarcerated.
4. Improve equipment.
5. In cooperation with eligible recipients, administer and coordinate vocational education services to offenders before and after their release.

The goals, objectives, outcomes, and measures to evaluate the effectiveness of the vocational programs administered by the two agencies are described in the following narrative.

California Department Of The Youth Authority

Planned Use Of Funds

403.32(b)(14)
225(a)(2)

The career-vocational education program is part of the core program of the comprehensive competency based CYA curriculum. It is also an integral component of the department's systemwide model service program for employability. Career-vocational education provides students with a variety of services to assist them in making more informed career choices and to prepare for employment in specific and related occupational cluster areas.

The CYA career-vocational education program services include:

1. Career awareness/assessment and ongoing career planning
2. Basic skills
3. Employability skills/self-esteem/decision making
4. Occupational cluster skills
5. Specific occupational skills
6. Integrated academic core skills
7. Work experience
8. Leadership skills

The California Youth Authority will use its portion of the 1% grant award funds to implement a Two-Year Plan for career-vocational education. The funds will be used to support continued activities directed toward accomplishment of the following goals:

Goals

1. Improve the knowledge and skills of teachers in the use of different methodologies for successfully integrating academic core skills and competencies into the career-vocational curricula.

2. Expand career-vocational training opportunities for students by developing new programs or redirecting current programs into areas with expanding employment opportunities. Particular emphasis is being made in the area at the CYA coed Ventura school.

3. Upgrade and improve equipment in existing career-vocational education programs and conduct other upgrades in accordance with the CYA career-vocational program Indicators of Excellence.

4. Coordinate and work cooperatively with other eligible service providers to administer vocational education services to offenders before and after their release.

5. Upgrade the employability skills program and other transitional programs that provide services to offenders who are completing sentences.

6. Establish a CYA career-vocational education program certification system that includes industry recognized certification and certification based on the model curriculum standards and frameworks.

7. Establish a CYA student certification system in career-vocational education which is performance based and can be used to measure student attainment of employment competencies.

8. Increase the number of CYA students successfully making the transition to parole for advanced training or to work in a related occupational area.

9. Increase the awareness and sensitivity of teachers and other guidance staff to the unique needs of culturally diverse students

and provide training in instructional strategies that have been identified as successful with special populations.

10. Increase the involvement of business and industry in career-vocational education programs through partnerships, sponsorships, and other innovative efforts.

Objectives

1. Provide staff development to 80% of the career-vocational education staff and an appropriate number of academic teachers in techniques, strategies, and methodologies of integrating academic and vocational instruction.
2. Conduct and support seminars and career fairs to increase the awareness of teachers, counselors, administrators, and students on labor market trends and career development strategies.
3. Provide assistance in developing or redirecting at least four new career-vocational education programs annually.
4. Provide assistance to upgrade the equipment in at least ten existing career-vocational education programs annually.
5. Conduct trade update meetings every two years to validate and certify the competencies and to standardize curricula in like trades. Competencies will be compared and validated to the model curriculum standards and industry requirements for entry level employees.
6. Develop and implement process for certifying career-vocational education programs and student competencies.
7. Develop at least one partnership with business and industry and a specific career-vocational education program annually.
8. Expand the participation of CYA students in vocational student organizations (VICA, etc.) to at least one new institution each year.
9. Design, implement, and evaluate a student performance-based assessment for each career-vocational education program.
10. Design, implement, and evaluate an institution and program self-assessment system and process for central office monitoring and evaluation of career-vocational education programs.

11. Upgrade, standardize, and certify the employability skills program and develop an exit package to assist students in job placement upon parole.
12. Work in collaboration with at least one agency per year to expand and improve vocational education opportunities for local juvenile offenders.

Expected Outcomes

1. Education staff will develop the knowledge and skills to strengthen the education program for students through the integration of academic and career-vocational instruction.
2. Students will be able to increase their employment opportunities through the completion of certified programs and individual certification.
3. There will be improved, open communication between the various staff who are involved in advising and planning career development programs with students.
4. Female and male students will have expanded opportunities for training through the implementation of new career-vocational education programs.
5. There will be an increase in the number of CYA students who obtain employment or get involved in advanced training upon parole from the institution.
6. There will be an increase in student motivation and academic achievement through the integration of academics and vocational instruction and the involvement of business and industry partnership (i.e. Apple Computer).
7. An increased percentage of the career-vocational education programs will have equipment upgraded toward current industry standards each year.

Measures To Evaluate Effectiveness

The Youth Authority, Division of Education Services, recently instituted a Program Effectiveness/Evaluation and Monitoring (PEEM) Unit. The PEEM Unit will develop a system for collecting data to evaluate the effectiveness of the career-vocational education programs and projects. The data to be collected and analyzed annually at the end of each year will include the following:

1. Number of students participating in career-vocational education programs
2. Number of students completing or receiving certification in career-vocational education programs
3. Number of instructors who have participated in professional development activities
4. Number of programs meeting standards for certification
5. Number of career-vocational education programs that integrate academic and career-vocational instruction
6. Number of programs upgraded to include 80% of the CYA Career-Vocational Program Indicators of Excellence
7. Number and the quality of partnerships developed with private industry or Free Venture Programs
8. Number of students who are successfully placed in jobs upon parole
9. Number of students who enroll in advanced training upon parole
10. Number of students and instructors who participate in professional development activities designed to develop leadership skills

California Department Of Corrections

Planned Use Of Funds

Vocational education programs administered by the California Department of Corrections are designed to prepare students for initial employment and career advancement. The programs are strengthened and maintained on the basis of identifiable needs, business/industry advisory recommendations, employment statistics, current occupational surveys and institutional needs.

The Department of Corrections will use the 1% Criminal Offenders Grant Award Funds to support the implementation of a two-year (1994-96) plan for Career-Vocational Education which will strive to accomplish the goals, objectives, and outcomes established for the three-year (1991-94) plan developed for improving the department's vocational education program.

Goals

1. Place each correctional education student in a vocational education program that best meets his/her individual needs.

2. Integrate academic skills and workplace literacy into each vocational education program.

3. Expand professional development activities for vocational instructors to increase their effectiveness in providing students with the required occupational-specific, critical thinking, problem solving, and leadership skills.

4. Monitor and document vocational education program completions and job placement results.

Objectives

1. Develop and implement a student assessment and vocational education enrollment process which will ensure that, to the extent possible, each student is enrolled in a vocational education program which is consistent with his/her interests, aptitudes, and abilities.

2. Increase the academic and vocational skills of vocational education students required to enhance their employability potential.

3. Provide vocational education students with the critical thinking and problem solving skills necessary for success in an increasing technical and competitive job market.

4. Increase the number of students that complete vocational education programs and are placed in occupations related to their training programs.

Expected Outcomes

1. An increase in the number of students who successfully complete vocational education programs and find job placement in the occupational area for which they were prepared.

2. An increase in the number of vocational education program completers who have the occupational and academic skills necessary to obtain and retain a job.

3. An increase in the number of vocational education program completers capable of making independent decisions regarding work-related assignments and/or issues.

4. The development and implementation of a process for identifying instructional program areas that may need additional resources to better meet the needs of students and potential employers.

Table 8.6
California Department of Corrections, Division of Education Services, Central Office By Positions

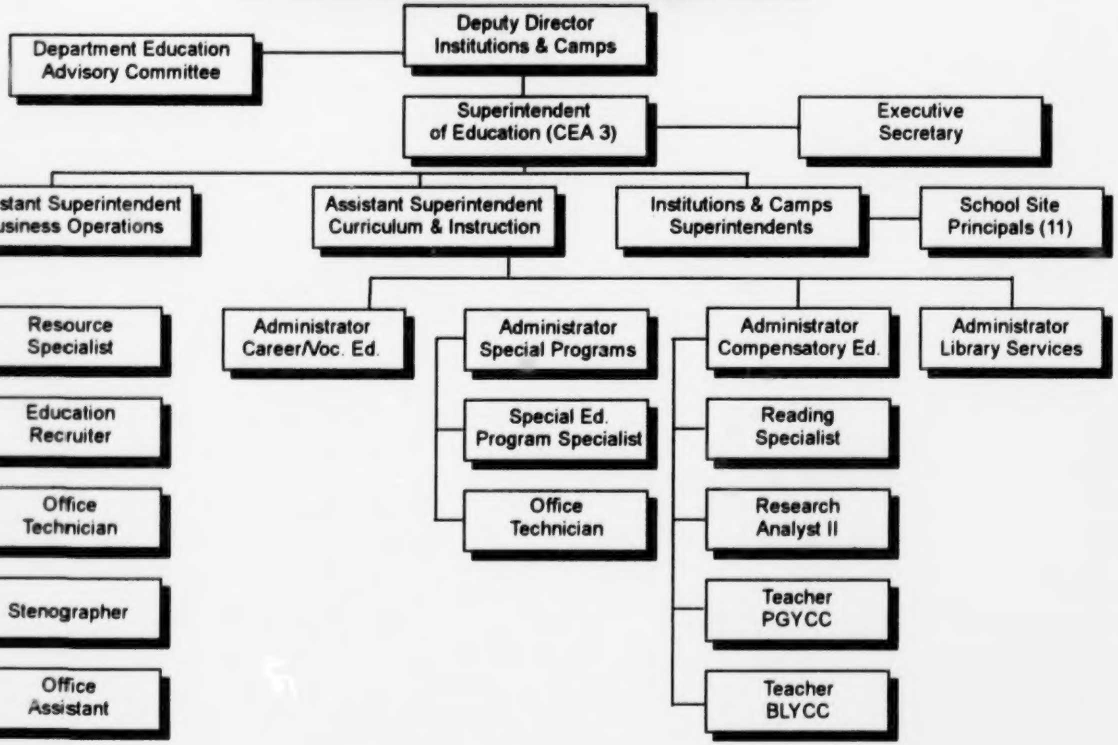

Deputy Director Institutions & Camps
Department Education Advisory Committee
Superintendent of Education (CEA 3)
Executive Secretary
Assistant Superintendent Business Operations
Assistant Superintendent Curriculum & Instruction
Institutions & Camps Superintendents
School Site Principals (11)
Resource Specialist
Education Recruiter
Office Technician
Stenographer
Office Assistant
Administrator Career/Voc. Ed.
Administrator Special Programs
Special Ed. Program Specialist
Office Technician
Administrator Compensatory Ed.
Reading Specialist
Research Analyst II
Teacher PGYCC
Teacher BLYCC
Administrator Library Services

Table 8.7
California Department of Corrections, Division of Education Services, Central Office By Program

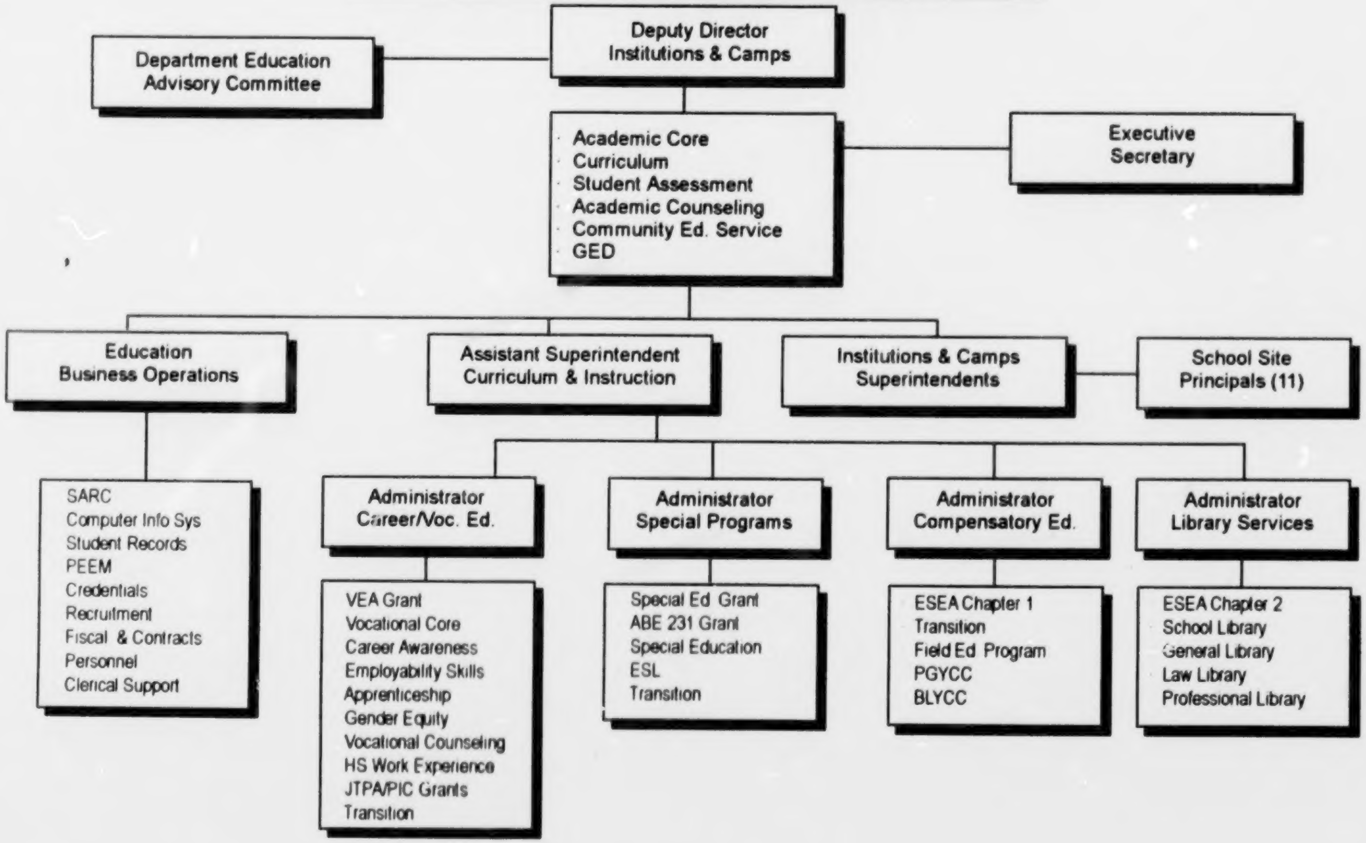
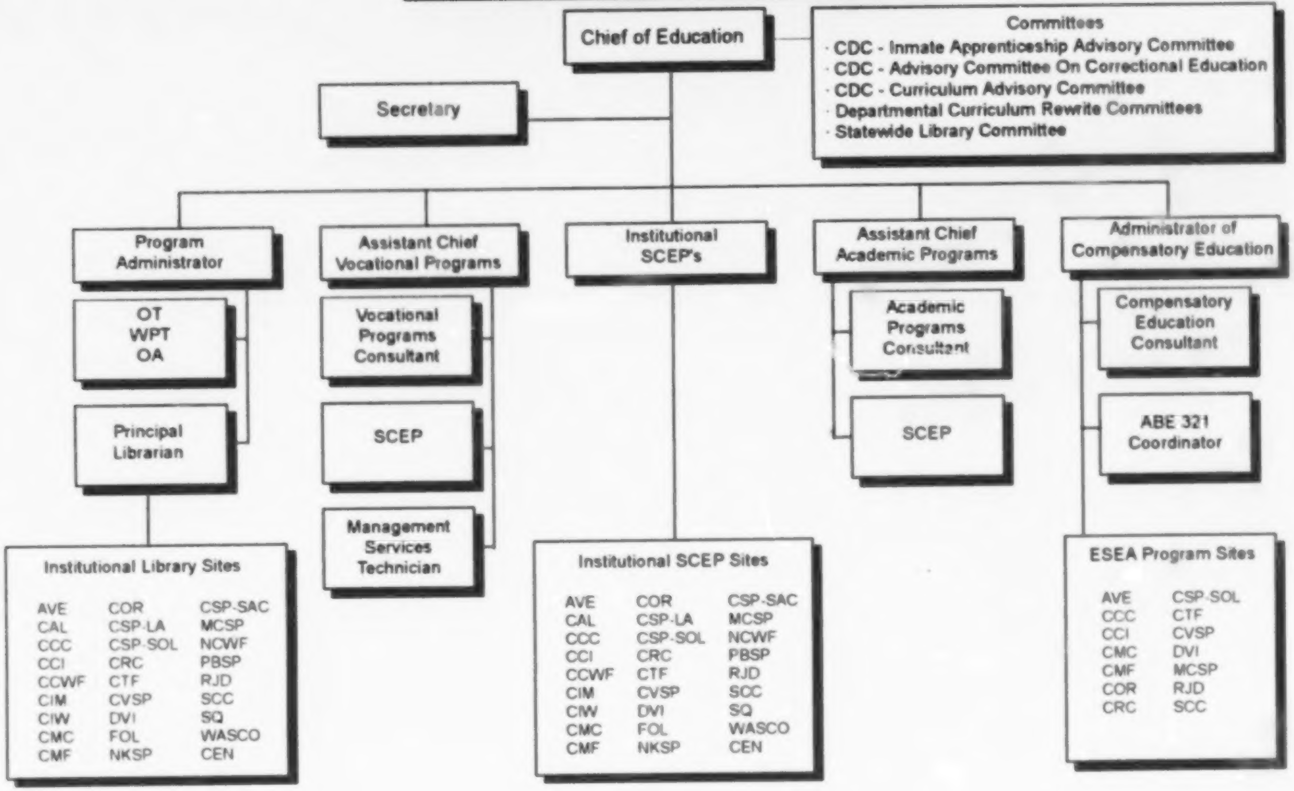


Table 8.8
California Department of Corrections Education And Inmate Programs Unit


Chief of Education
Committees
· CDC - Inmate Apprenticeship Advisory Committee
· CDC - Advisory Committee On Correctional Education
· CDC - Curriculum Advisory Committee
· Departmental Curriculum Rewrite Committees
· Statewide Library Committee
Secretary
Program Administrator
OT WPT OA
Principal Librarian
Institutional Library Sites
AVE CAL CCC CCI CCWF CIM CIW CMC CMF
COR CSP-LA CSP-SOL CRC CTF CVSP DVI FOL NKSP
CSP-SAC MCSP NCWF PBSP RJD SCC SQ WASCO CEN
Assistant Chief Vocational Programs
Vocational Programs Consultant
SCEP
Management Services Technician
Institutional SCEP's
Institutional SCEP Sites
AVE CAL CCC CCI CCWF CIM CIW CMC CMF
COR CSP-LA CSP-SOL CRC CTF CVSP DVI FOL NKSP
CSP-SAC MCSP NCWF PBSP RJD SCC SQ WASCO CEN
Assistant Chief Academic Programs
Academic Programs Consultant
SCEP
Administrator of Compensatory Education
Compensatory Education Consultant
ABE 321 Coordinator
ESEA Program Sites
AVE CCC CCI CMC CMF COR CRC
CSP-SOL CTF CVSP DVI MCSP RJD SCC

PROCEDURE TO DETERMINE AND RANK LOCAL EDUCATIONAL AGENCIES IN RURAL AND SPARSELY POPULATED AREAS

403.32(b)(18)
231(b)(2)

A procedure has been established to determine if an LEA is located in a rural and sparsely populated area for the purpose of obtaining a State waiver of the consortium requirement. To obtain the waiver, LEA's are required to submit a request to the California State Board of Education which:

- Clearly states it is located in a rural, sparsely populated area,
- Provides information and evidence it is unable to enter into a consortium for the purposes of the Perkins Act, and
- Provides evidence it can satisfy the program size, scope, and quality requirements of the Act.

State Board approval or disapproval of the waiver requests is based on the Board's determination that the three eligibility requirements have been met.

TECHNICAL COMMITTEES

SECONDARY

Business And Marketing Education

Technical advisory committees were established for the four career path clusters:

1. Computer Science and Information Systems
2. Business Management
3. Accounting and Finance
4. Marketing and the selected areas of specialization—Telecommunications and Banking

Each committee includes representatives from business, industry associations, private/governmental agencies, practitioners of business education, and related community/state organizations. The committees meet a minimum of two times per year to identify labor market needs, standards for employability, technological changes, emerging occupations, and workplace learning resources.

During the past two years, the technical advisory committees identified performance standards for each of the career path clusters and areas of specialization in the Business Education Framework. Members also participated in technical writing groups involved with the development of integrated performance activities and workplace learning strategies.

Industrial And Technology Education

Statewide technical advisory committees in the career path clusters of Construction, Drafting, Electronics, Graphic Communications, Manufacturing, and Transportation and Energy were utilized to develop and validate the model curriculum performance standards and framework.

Each committee included representatives from industry, business, industry associations, professional organizations, practitioners and related community/state organizations. These committees met regularly to identify labor market needs, standards for employability, technological changes, emerging occupations and workplace learning resources.

During the past three years, these technical advisory committees worked cooperatively with curriculum writing teams to identify, write and validate performance standards for each career path cluster and areas of specialization in the Industrial and Technology Education Framework. Members also participated in writing relevant integrated performance activities.

Home Economics Education

A statewide technical committee with eight subcommittees, comprised of business and industry representatives as well as educators, was convened to assist in developing skill/performance standards that reflect the needs of employers and employees for the following industries: Child Development and Education; Consumer Services; Family and Human Services; Fashion Design, Manufacturing and Merchandising; Food Science, Dietetics and Nutrition; Food Service and Hospitality; Tourism and Recreation; and Interior Design, Furnishings and Maintenance.

From program year 1990-91 to the present, more than 300 business and industry representatives from throughout California have been involved in the development, review, and validation of standards which encompass academic, career performance, occupational cluster and specific occupational skills to prepare students to transition to advanced education/training and/or to enter the workforce. The members of the technical committee included front line workers, middle management, and chief executive officers who represented major providers of employment in each of the eight industries.

Agricultural Education

The development of curriculum frameworks and performance standards for agricultural education has been accomplished with the active involvement of technical advisory committees at both the secondary and community college levels. These committees are made up of representatives of various facets of the agricultural industry. The secondary technical advisory committee is a State-legislated committee that provides input relative to industry needs in curriculum, as well as reviews and approves curriculum and related instructional materials. In the past three years, this technical advisory committee has worked in collaboration with industry colleagues who served in curriculum development and assessment projects and gave final approval to the products developed.

The community college advisory committee has also been active in providing direction to curriculum efforts statewide. Through their initiation and involvement, agricultural education and industry personnel conducted an Agriculture 2000 conference which addressed career opportunities and competencies for community college students. The committee was also instrumental in the development and approval of the Program Plan for Agriculture and Natural Resource Education in California Community Colleges.

POSTSECONDARY

There are three primary types of technical committees in the community college system.

1. Technical committees to address the Economic Development ED>Net initiatives. The 1994-96 technical committees are:
   - Manufacturing Technologies
   - Small Business Assistance
   - Environmental Technologies
   - Workplace Learning Resources
   - International Trade
   - Health Occupations
   - Contract Training
   - Advanced Transportation Technologies
2. Technical committees to address statewide vocational education and job training planning. The 1994-96 committees are:
   - California Plan Development
   - Executive Steering Committee for California Plan Development
   - Committee of Practitioners
   - Joint Advisory Committee
3. Technical program committees. These committees are formed by the Chancellor's Office.

All committees seek to have diverse membership representative of the programs and populations being served.

SECTION IX: TITLE III PROGRAMS SUMMARY

Consumer And Homemaking Education Programs And Procedures: Today And 1994-96

- ❖ Support will be provided to expand and strengthen secondary CHE programs that are sequential to prepare students with skills for personal and life management and to provide the foundation for career path majors offered through HERO programs.

- ❖ At least 1/3 of funds for CHE will be used to provide programs and services for students in economically depressed areas or economically depressed area populations.

- ❖ CDE projects using $2,578,829 in 1994-95 and $2,578,829 in 1995-96 for all students, including target populations. COCCC projects using $859,610 in 1994-95 and $859,610 in 1995-96 for activities and services directed at program eligible individuals.

- ❖ CDE will prepare and disseminate a resource manual presenting instructional strategies to meet the needs of EDA students and to increase the number of males enrolled in secondary CHE programs.

- ❖ Key professional development seminars and conferences conducted each year will feature presentations on working with EDA student populations and increasing male enrollments.

- ❖ Secondary sites selected to be CHE Developmental Models will include and demonstrate effective strategies for serving program students, achieving male enrollments of 35+% in overall CHE programs, and eliminating sex bias and sex stereotyping.

- ❖ COCCC funds will be targeted to support the development of alternative delivery systems designed specifically for these target groups.

- ❖ COCCC funds will be earmarked for competitive grants focusing on increasing linkages between secondary and postsecondary programs, developing model curriculum to integrate new technologies that are directed to these populations, and technical assistance programs to assist these target students in improving their home environments and the quality of life.

- The state level CHE coordinator is known at the secondary level as the Home Economics Education Program Manager. The COCCC utilizes a home economics liaison officer.

- CDE evaluates CHE programs via monitoring the local application and through a formal "program certification" process.

Community Based Organizations Programs And Procedures: Today And 1994-96

- The State proposes utilizing $1,206,944 in 1994-95 funding and $1,206,944 in 1995-96 Perkins Act support for community based organization (CBO) activities and services. CDE and COCCC each anticipate targeting $603,472 each year to CBO initiatives.

- CBO funds will be used to provide partnership programs for disadvantaged individuals. Where functional, CBO partnership grants will be jointly funded by CHE, gender equity, single parent and displaced homemaker, and job training programs.

- The CBO partnership programs will focus on providing, outreach, assessment, counseling, mentoring, internships, education, and workforce training services to target students.

- CBO programs will be funded through a grant/contract process. Each program awarded funds must be able to demonstrate how funded services will enhance the enrollment of severely economically and educationally disadvantaged students into vocational education programs.

Tech Prep Education Programs And Procedures: Today And 1994-96

- The State proposes utilizing $10,860,351 in 1994-95 funding and $10,860,351 in 1995-96 Perkins Act support for tech prep education. CDE is envisioned to earmark a target $2,592,366 each year for tech prep and COCCC is proposing directing $8,267,985 each year for programs and services in support of tech prep.

- Tech prep consortia serve as the main strategy for orchestrating the funding and delivery of tech prep resources in California. Each consortia is required to have a formal articulation agreement among participants, develop tech prep program curricula, provide for student recruitment and retention and support services, and facilitate equal and full access to all programs and services.

- Local consortia are targeted for new or continued funding during 1994-96. These consortia involve all community colleges and approximately 400 secondary schools.
- Statewide consortia projects will be provided new or continued funding in support of project evaluation, student follow-up, and outreach and guidance.

SECTION IX

TITLE III PROGRAMS

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IMPROVING, EXPANDING AND UPDATING CHE PROGRAMS 9.11
PROFESSIONAL AND CURRICULUM DEVELOPMENT FOR HOME ECONOMICS EDUCATION III-B 9.12
ROLE, RESPONSIBILITIES, AND QUALIFICATIONS OF THE STATE-LEVEL CONSUMER AND HOMEMAKING EDUCATION ADMINISTRATOR 9.13
PROCESS USED TO EVALUATE THE EFFECTIVENESS OF CONSUMER AND HOMEMAKING EDUCATION 9.16
CHE PROJECTS, SERVICES AND ACTIVITIES TO ENCOURAGE ELIMINATION OF SEX BIAS AND SEX STEREOTYPING 9.19
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TITLE III, PART B
CONSUMER AND HOMEMAKING EDUCATION

403.150(a-c)
312(a)(1)

The purpose of secondary Consumer and Homemaking Education (CHE) programs is to prepare students with the skills, knowledge and attitudes for managing personal and family life in the content areas of child development and guidance; clothing and textiles; consumer education; individual and family health; family living and parenthood education; food and nutrition; and housing, home management and equipment, including resource management. Leadership and citizenship development are offered as an integral part of the instructional program, which also emphasizes the teaching and integrating of basic academic skills; the acquisition of knowledge, skills, and attitudes relevant to the management of the home and living environment and to the quality of individual and family life; the interrelationship of family, home, and job responsibilities; the application of CHE skills to jobs and careers, including completion of home economics career paths; and the impact of new technology on the management of personal, home, and work life. The community colleges' CHE programs encompass programs and services centered on life management, life span development, parenting, consumer education, food and nutrition, clothing, and housing.

SECONDARY

403.150(b)(1)
312(a)(1)
403.151(c)
312(b)

Planned Expenditures	**1994-95**	**1995-96**
Administration- 6%	$ 154,730	$ 154,730
Allocated Funds to LEAs- 74%	1,908,334	1,908,334
*Technical Assistance- 5%	128,941	128,941
*Statewide Projects/Services and Activities- 15%	386,824	386,824
Totals	**$2,578,829**	**$2,578,829**

* Planned expenditures for technical assistance and statewide projects are detailed below.

403.150(b)(2)
312(a)(2)

Note: One-third of CHE funds are set aside for those projects, services, and activities described in Sections 312(a)(1) and 312(a)(2) of the Act. More than 35% of the Title III-B funds designated for use by CDE are targeted for projects, services, and activities for residents in economically depressed areas. Of the funds allocated to LEAs, approximately 57% of the dollars are targeted to sites with high concentrations of EDA populations. In addition, the statewide projects provide services and activities for the purpose of improving and updating instruction that is provided to all students, including EDA populations.

The CDE will distribute 75% of Title III-B funds to all secondary LEAs based upon the following allocation formula: 35% of the formula will be based upon the district AFDC count, as compared to the State AFDC count; 15% of the formula will be based upon the district's number of handicapped students, as compared to the State handicapped count; 25% of the formula will be based upon the district's CHE enrollments (grades 9-12), as compared with the state's total CHE enrollments; and 25% of the formula will be based upon the district's CHE enrollments, as compared to the district's total secondary enrollments. The process for distribution includes obtaining and inputting data for each of the factors included in the formula for each eligible recipient. Once the data have been entered, the allocation for each LEA is established.

In addition to the allocation of funds to eligible recipients based upon the formula described above, the CDE will reserve 15% of its portion of the CHE federal grant award to fund and conduct projects with eligible recipients (local school districts, county offices of education, and/or colleges/universities) to provide statewide services and activities, including professional development, curriculum development and technical assistance.

403.32(a)(10)
113(b)(15)

Planned Expenditures (CHE Technical Assistance and Statewide Projects/Services)	**1994-95**	**1995-96**
Professional Development	$ 186,824	$ 186,824
Curriculum Development	100,000	100,000
Development Models	50,000	50,000
Development of Instructional Resources and Media	40,000	40,000
Technical Assistance	128,941	128,941
Task Force/Advisory Meetings	10,000	10,000
Totals	**$515,765**	**$515,765**

403.150(b)(5)
312(a)(5)

State Priorities To Be Addressed

1. Integration and sequencing of academic and vocational education curriculum.
2. Curriculum and program strategies reflecting workplace needs.
3. Instructional and support services responsive to the needs of students who are members of special populations.

Goals

1. Expand the number of programs that include a coherent sequence of courses; increase linkages between secondary

(including ROC/Ps) and postsecondary educational levels; integrate academic and consumer home economics competencies; and foster attainment of critical thinking, problem solving, and leadership skills.

2. Increase linkages with community agencies serving individuals and families, as well as related businesses and industries, to provide community-based learning opportunities that prepare students with skills for employability, leadership and citizenship roles, as well as balancing family and work responsibilities.

3. Increase the number of students entering and completing a sequence of courses identified for a home economics career pathway/program major that is designed to improve personal life management skills and their transferability to the community and work roles.

4. Implement strategies to ensure that all students, including those who are underrepresented and members of special populations, have access to courses that will enable them to develop skills to become effective consumer and family members, balance family and work roles/responsibilities, and transition to work or advanced education.

5. Increase the number of current and future instructors, including those from underrepresented populations, who have the competence to develop and implement curricula and instructional strategies which will prepare students with the skills needed to manage personal life; balance family and work responsibilities; transition to advanced education/training; and/or enter a home economics related industry.

Activities

1. Plan and conduct professional development activities on topics including interdisciplinary instruction and curriculum, trends in serving the needs of individuals and families, update of consumer home economics knowledge and skills, improvement of intersegmental linkages among all educational agencies, leadership skills development, implementation of new curricula, serving special needs populations, improving partnerships with community agencies that serve individuals and families and home economics related business and industry, and implementing community-based learning opportunities.

2. Survey CHE programs to determine the status of sites in implementing coherent sequences of courses.

3. Develop and/or revise a variety of resources to assist LEAs, including guidelines for developing and implementing interdisciplinary courses, a document to cross-reference SCANS and home economics competencies, a monograph on programs to address the School-to-Work Opportunities Act, a guide for FHA-HERO Chapters, a revised *FHA-HERO Competitive Recognition Events Guide* that correlates these events with Career-Technical Assessment Project (C-TAP) student certification, and sample course outlines, curricula, and implementation strategies for the Consumer Home Economics Comprehensive Core.

4. Develop curricula to implement the Consumer and Home Economics (CHE) Comprehensive Core as the foundation in a sequence of coherent courses for all career paths/program majors in Home Economics and Related Occupations.

5. Develop and disseminate curriculum resources for integrating FHA-HERO activities, including competitive events, into the home economics instructional program.

6. Provide professional development activities to address serving students from special needs populations, diverse learning modalities and the elimination of sex bias and sex stereotyping through consumer and home economics instructional programs.

7. Conduct activities with college and university personnel in programs that prepare home economics instructors to complete and deliver a revised Home Economics Teacher Education Core Curriculum.

Rationale

1. Local educational agencies (LEAs) need assistance with identifying and establishing a coherent sequence of courses, grades 6-14, as well as implementing interdisciplinary curriculum and instruction. Technical assistance is needed to assist LEAs in addressing the complexities of restructuring, integration of academic and home economics competencies and the mandate to prepare students to transition to either advanced training/education or work.

2. Developing strong partnerships with business and industry is time-intensive and complex, and LEAs have requested assistance. In order to provide resources and technical assistance, a variety of activities will be conducted and/or completed.

3. Resources are inadequate to accurately inform students, parents, administrators, counselors, and business/industry about the careers available in home economics and related occupations. In addition, resources are needed that identify sequences of courses that LEAs might develop in order for students to have access to programs which would prepare students to transition to advanced education/training programs and to work.

4. Home economics program instructors and administrators have requested assistance to more effectively serve all students, including those with special needs, who are enrolled in Consumer Home Economics instructional programs. The most effective way to address these requests is to develop and provide resource materials, professional development activities, and technical assistance.

5. Current and future home economics program instructors need information on school restructuring and redesigning home economics programs in order to reflect state and federal legislation and initiatives. In addition, according to a research study conducted in the spring of 1993 by California State University, Sacramento personnel, within five years there will be a shortage of teachers who are well-prepared to provide instruction in the eight home economics career path clusters, as well as in consumer home economics education, due to two factors: the low enrollment of students in home economics teacher education programs at the college and university level and the reduced number of institutions that are preparing individuals to become instructors of home economics and related occupations program.

Expected Outcomes

1. A variety of resources will be disseminated to secondary home economics teachers to assist them in redesigning programs and updating instruction and FHA-HERO leadership development activities.

2. Surveys will be completed and data compiled to provide necessary information to complete state and federal reports, plan future professional development activities and validate the need for curriculum development.

3. Model approaches will be implemented on consumer home economics performance standards and strategies for working with community agencies, business and industry.

4. Strategies for helping individuals and families with special needs will be developed.

5. Revised and/or newly developed resource documents, guide books, and informational/promotional materials will be available to assist LEA personnel to improve instruction for special needs population students.

6. The revised Home Economics Teacher Education Core Curriculum will be completed and implemented at at least three sites.

POSTSECONDARY

Planned Expenditures	**1994-95**	**1995-96**
Administration- 6%	$ 51,577	$ 51,577
Funds Granted to LEAs	644,708	644,708
Technical Assistance	163,325	163,325
Totals	**$859,610**	**$859,610**

These funds will be used to increase the number of Consumer and Homemaking Education programs that meet State priorities; that use the California Community College Home Economics Program Plan (Fashion, Interiors, Life Management, Life Span, Nutrition and Food) as a guide for curriculum development; provide professional development for instructors, counselors and administrators on integrated curriculum that meets the needs of individuals in economically depressed areas; that eliminates sex bias and sex stereotyping and encourages male enrollment in Consumer and Homemaking Education programs and expands services for single parents. Funds will be used to increase the number of instructors representing underrepresented populations and provide projects, services, and activities designed to improve the home environment and quality of life to traditionally underserved populations.

State Priorities To Be Addressed

1. Integration and sequencing of academic and vocational education curriculum.

2. Curriculum and program strategies reflecting workplace needs.

3. Instructional and support services responsive to the needs of students who are members of special populations

Goals

1. Provide access for all students in California Community Colleges to Home Economics programs and services that meet their individual and family needs.

2. Provide alternative delivery systems designed to meet the changing needs of individuals and organizations within the community.

3. Provide diversity of programs and services to meet needs of a pluralistic society; increase awareness of equity issues and special needs populations; and enhance opportunities for individuals to improve the quality of life.

4. Expand off-campus and outreach instruction to meet lifelong learning needs of individuals and organizations within the community.

5. Prepare individuals for advanced study in traditional, nontraditional and high technology fields in order to interface with a global economy.

6. Articulate with secondary, other postsecondary institutions and business and industry to maximize the quality of education and utilization of resources.

7. Provide appropriate professional development opportunities for faculty, administrators and other vocational education program staff to improve the relevance and quality of instruction.

8. Recognize the interdisciplinary nature of Home Economics by incorporating appropriate content from many other areas of study.

Activities

Activities funded under this category will be expected to demonstrate achievements in increasing access and success to special populations, providing programs and support services in economically depressed and/or non-depressed areas, coordinating with sex equity programs, and benefits derived under program development, program improvement, curriculum development/modification and other ancillary services, including numbers of students and faculty served.

1. Provide professional development activities including in- and pre-service and curriculum development that provide for a coherent sequence of courses which integrate academic and vocational competencies in life management skills for the occupation of homemaking. All programs are expected to provide access and services for underrepresented and special needs students including individuals in economically depressed areas.

2. Provide grants to increase linkages between secondary and postsecondary educational institutions, and encourage and promote cooperation between local academic and Consumer Home Economics Education faculty and sex equity staff in the development and delivery of Consumer and Homemaking Education programs.

3. Develop model curriculum to integrate new technologies, meet industry standards, and address emerging occupations and all aspects of the industry including the life management skills for the occupation of homemaking. Grant funds are expected to be awarded to colleges as follows:

   a. Life Span/Life Management Developmental Sites
   b. Interiors Developmental Sites

4. Provide grants to colleges to increase programs/services to students in the Consumer Home Economics Education program component of Consumer and Homemaking Education. Proposals may include content areas of Fashion, Interiors, Life Management, Life Span, and Nutrition and Food and may be conducted in programs/services and/or outreach programs/services to improve the life management skills of individuals. CHE Mini-Grants will be awarded in six categories:

   a. New
   b. Continuing
   c. Replication of successful CHE Mini-Grants
   d. Programs and services conducted in EDAs
   e. CHE/Sex Equity innovative practices
   f. CHE/SCANS (Secretary's Commission on Achieving Necessary Skills)

5. Provide leadership in identifying State priorities to be addressed by the Consumer Home Economics Education program component of Consumer and Homemaking Education.

6. Provide professional development activities including in- and pre-service, curriculum development and methods of communication that provide program self study needs assessment, research and accountability to improve Consumer and Homemaking Education programs to meet the needs of all students including single parents, displaced homemakers, special populations students and students from traditionally underserved populations.

7. Provide leadership and technical assistance in identifying strategies and services to assist individuals through consumer and homemaking education programs that are designed to assist individuals as consumers and to help improve home environments and the quality of life.

8. Provide leadership and technical assistance to collaborate, coordinate and cooperatively design strategies with the sex equity coordinator for the purpose of eliminating sex bias and sex stereotyping and to encourage participation of traditionally underserved populations. These strategies may include Consumer and Homemaking Education Mini-Grants, professional development and participation on advisory committees.

9. Provide leadership and technical assistance in identifying strategies and services to assist individuals from economically depressed areas or areas of high rates of unemployment through consumer and homemaking education programs designed to assist individuals as consumers and to help improve home environments and the quality of life.

10. Assure that at least 1/3 of the funds will be used in programs/ services located in economically depressed areas (EDA).

Rationale

1. Individuals residing in economically depressed areas are often unable to participate in programs and services due to the inability to access these programs and services.

2. Faculty awareness of and sensitivity to these residents in the areas they reside needs to be strengthened.

3. Both secondary and postsecondary faculty need to work closer together to utilize scarce resources to serve an increasing population of residents in economically depressed areas.

4. There must be a continued effort to eliminate sex bias and sex discrimination in CHE programs and bring an awareness of the problems to residents of economically depressed areas.

Expected Outcomes

1. Improved awareness on behalf of faculty and staff relative to the needs of residents residing in economically depressed areas.
2. Increased number of integrated and sequential courses of study.
3. Increased awareness of sex bias and sex discrimination.
4. Improved CHE curriculum.
5. Improved access and services for underrepresented and special need students residing in economically depressed areas.

Formulas And Process For Determining Consumer Home Economics Program Allocations

Formulas

The COCCC will distribute to local eligible recipients 75% of the Title III-B funds to California Community colleges on a competitive bid process based upon recommendations from the Consumer Home Economics State Advisory Committee.

Also, the CHE State Advisory Committee recommends funds for projects to provide technical assistance and State leadership. Nineteen percent of the Title III-B funds will be available for these projects which address the mission established by the CHE State Advisory Committee as specified in the CCC Home Economics Program Plan and future developments. These funds will be available through a competitive bid process.

Additionally, the COCCC will maintain 6% of the Title III-B funds for designated, qualified staff for the COCCC.

COCCC/CHE grants will be processed through a Request for Application, competitive bid process to all local eligible recipients for purposes of: local mini grants, professional development, curriculum, communication and coordination/accountability.

IMPROVING, EXPANDING AND UPDATING CHE PROGRAMS

SECONDARY AND POSTSECONDARY

Proposed Projects And Activities

1. Identify members for and conduct at least one task force meeting to determine how secondary and postsecondary CHE programs can be more effective in meeting the needs of students from economically depressed areas and to assist in developing the content for a series of professional development activities to be conducted during the 1994-95 program year. The task force will include representatives from education, business and industry, as well as agencies/organizations which serve individuals and families in economically depressed areas. 403.150(b)(4) 312(a)(4)

2. Plan and conduct regional conferences focusing on the theme of "The International Year of the Family." These conferences, to be jointly conducted by CDE and COCCC staff, will address the following topics: family violence, equity in family roles, and abusive relationships.

3. A display of resources available through CDE, COCCC, and other appropriate agencies will be prepared and presented at the regional conferences as well as other appropriate secondary and postsecondary professional development activities.

4. Identify and fund CHE developmental sites which will model strategies to better serve EDA and traditionally underserved populations as well as the elimination of sex bias and sex stereotyping.

PROFESSIONAL AND CURRICULUM DEVELOPMENT FOR HOME ECONOMICS EDUCATION III-B

SECONDARY AND POSTSECONDARY

403.32(a)(10)
113(b)(15)

Professional Development	**1994-95**	**1995-96**
Secondary	$ 186,824	$ 186,824
Postsecondary	386,824	386,824
Subtotal	$ 573,648	$ 573,648
Curriculum Development	**1994-95**	**1995-96**
Secondary	$ 100,000	$ 100,000
Postsecondary	257,884	257,884
Subtotal	$ 357,884	$ 357,884
Total	**$931,532**	**$931,532**

In order to address the mandates in the Act and to implement the desired changes at the local level, it is imperative that extensive personnel development activities are planned and conducted and that new curriculum is designed to reflect the needs of business and industry as well as state and federal mandates and initiatives.

How Curricula Addresses State Labor Market Needs

Everyone must manage personal lives, but not everyone knows how to effectively manage all aspects of living. Effective life managers are more productive workers. Consumer Home Economics prepares students to manage and balance all aspects of work, personal, and family life in the areas of:

- child development
- family living and parenthood education
- family and individual health
- clothing and textiles
- foods and nutrition
- housing and home furnishings
- consumer education
- leadership

Consumer Home Economics programs provide the foundation knowledge, skills, and attitudes that transfer to careers and advanced education/ training in home economics related fields.

ROLE, RESPONSIBILITIES, AND QUALIFICATIONS OF THE STATE-LEVEL CONSUMER AND HOMEMAKING EDUCATION ADMINISTRATOR

SECONDARY

403.151(b)(2)
313(a)

The Consumer and Homemaking Education administrator is the Consumer Home Economics Education Program Manager. The Program Manager possesses the qualifications and is assigned full time to administer and supervise statewide secondary Vocational Consumer Home Economics Education programs within the CDE. This individual assists with the development, administration, and coordination of Consumer and Homemaking Education (CHE) and Home Economics Related Occupations (HERO) programs, including the home economics vocational student organization, Future Homemakers of America-Home Economics Related Occupations (FHA-HERO).

Responsibilities include the following:

1. Provide and coordinate statewide leadership and technical assistance to improve, strengthen, and/or expand vocational home economics education programs which encompass CHE and HERO as well as FHA-HERO.
2. Provide the Career-Vocational Education Division and the Department with recommendations regarding vocational home economics instructional programs and policies affecting CHE and HERO.
3. Plan, develop, and direct statewide vocational home economics programs for secondary education, including ROC/Ps and adult education as appropriate.
4. Manage and supervise statewide activities, services, and programs in vocational home economics education—CHE and HERO—as well as FHA-HERO.
5. Serve as State Advisor for FHA-HERO in California.
6. Maintain liaison with and serve as an ex-officio member on the boards of the California home economics professional organizations, Home Economics Teachers Association of California (HETAC) and California Home Economics Association (CAHEA), as well as serve as a liaison with the America Home

Economics Association (AHEA), Home Economics Division of the American Vocational Association, and National Association of State Supervisors of Vocational Home Economics Education, and other appropriate organizations.

7. Direct, coordinate, and monitor statewide contracts and grants related to vocational home economics education.

8. Supervise and manage vocational home economics professional and support staff.

9. Maintain liaison with other units within the Career-Vocational Education Division, California Department of Education, and other state agencies.

10. Coordinate statewide review and evaluation of vocational home economics education programs as needed.

11. Maintain liaison with colleges and universities that offer home economics education degree programs regarding the preparation of qualified instructors.

12. Maintain liaison with business and industry and public or private organizations in order to expand and promote home economics education.

In addition to the duties delineated above, the CHE Administrator is also responsible to:

1. Work cooperatively with the home economics liaison from the Chancellor's Office, California Community Colleges, to plan, conduct, and evaluate home economics education programs.

403.150(b)(3)
312(a)(3)

2. Coordinate the planning, conducting, and evaluating of activities to promote gender equity in home economics education programs in cooperation with the Perkins Act gender equity coordinator.

POSTSECONDARY

Responsibilities of COCCC staff include the following:

1. Provide statewide leadership, direction, technical assistance, and services for planning and conducting the CHE program component of the CHE Education program to meet the needs of all students, including single parents, displaced

homemakers, special populations students and students from traditionally underserved populations.

2. Provide statewide CHE leadership, direction, technical assistance and services for meeting the State Plan priorities.

3. Provide leadership in identifying State priorities to be addressed by CHE programs.

4. Provide leadership and technical assistance in identifying strategies and services to assist individuals from economically depressed areas or areas of high rates of unemployment through consumer and homemaking education programs designed to assist individuals as consumers and to help improve home environments and the quality of family life.

5. Collaborate, coordinate and cooperatively design strategies with the sex equity coordinator for the purpose of eliminating sex bias and sex stereotyping and to encourage participation of traditionally underserved populations. These strategies may include: Consumer and Homemaking Mini-Grants, professional development and participation on advisory committees. 403.150(b)(3) 312(a)(3)

6. Encourage and promote cooperation between local CHE Education faculty and sex equity staff in the development and delivery of CHE programs.

PROCESS USED TO EVALUATE THE EFFECTIVENESS OF CONSUMER AND HOMEMAKING EDUCATION

SECONDARY

The CHE programs offered by LEAs were evaluated upon established program quality criteria on the basis of program certification. These criteria include curriculum and instruction; leadership and citizenship development; practical application of occupational skills; qualified and competent personnel; facilities, equipment and materials; community, business, and industry involvement; career guidance; program promotion; and program accountability and planning. A voluntary process, program certification was phased in during the 1990-91 and 1991-92 program years. During 1990-91, the quality criteria were established and a field test of the system was conducted during 1991-93. One hundred percent of the sites reviewed during both program years were certified.

A research study, "The Economic Value of Home Economics Education in the State of California," was conducted during 1990-91 to determine the following:

1. The skills and knowledge learned in consumer home economics courses that have value in the workplace as well as in the home environment;

2. If students have applied the skills and knowledge learned in consumer home economics to the work environment as well as to the home environment;

3. The value, measured in willingness to pay, that former students place on the skills and knowledge learned in consumer home economics courses; and

4. If there is a significant difference between the value placed on home economics courses and the value placed on other important high school courses.

Results indicated that most former students valued their home economics courses at least as highly as other important high school courses such as English and math. A majority of respondents learned several marketable skills which were applied in the workplace. Approximately two-thirds of the respondents were willing to pay as much or more for their home economics course as for their English course, and similarly two-thirds were willing to pay as much or more for their home economics course as for their math course.

At the State level, projects, activities, and services funded with Title IIIB, Consumer and Homemaking Education, were evaluated in one or more ways as described below:

1. Statewide projects: Each project director was required to submit progress and final reports documenting how objectives were achieved. In addition, a third party evaluation was used to assist in assessing accomplishments.

2. Professional Development Activities: Participants at each activity were required to submit an evaluation prior to receiving a certificate of participation.

3. Business and Industry Task Forces: Members of each advisory committee and task force reviewed and evaluated all activities. Comments from the business and industry representatives were used for planning activities to be conducted in subsequent years.

Summary Of Results 1990-91 And 1991-92

In 1990-91 and 1991-92, evaluations received from home economics instructors, administrators, business/industry representatives, as well as all project staff, indicated that professional development activities and the development of curricula and instructional resources were an on-going need if secondary LEAs were to accomplish the goals of program improvement and redesign. With the direction provided by the various audiences and advisory committees, the Home Economics Education Unit implemented the strategies identified.

POSTSECONDARY

Summary Of Results 1990-91

A major effort for consumer home economics programs within the guidelines of the Perkins Act was to establish a CHE State Advisory Committee. To meet the goal of program improvement in CHE programs, the state advisory committee recommended to the COCCC the following:

1. Provide opportunities for staff development for local college professionals.

2. Develop and maintain partnerships between industry and education.

3. Increase programs and services provided at local colleges.

4. Provide for overall coordination of the program and services to make them cost effective and efficient.

Evaluation was incorporated into each activity as an on-going process and utilized by the advisory committee for future recommendations.

Summary Of Results 1991-92

The Consumer Home Economics State Advisory Committee conducted a study and published a report titled Consumer Homemaking Education in California's Community Colleges: A Description of Uses and Model Program Efforts (1988). This research included the study of the use of funds provided through an allocation system to all college districts with CHE education programs. The findings showed:

1. That 12% of the funds allocated from 1985 through 1989 were not being used at the colleges and were returned; and
2. That the funds colleges received via the formula were insufficient to affect the consumer homemaking program efforts.

As a result of these findings, the state advisory committee recommended to the COCCC that future funding be subject to a competitive bidding. This recommendation was implemented.

Each CHE grant funded for 1991-92 was reviewed, rated and approved against established criteria. Final reports evaluated the measurement of achieving the objectives of the CHE grant program and services. Forty-one colleges implemented CHE Mini-Grants in 1991-92. An additional 20 colleges implemented CHE Mini-Grants in 1992-93. In 1993-94, 29 colleges offered programs and services through CHE Mini-Grants.

403.150(b)(3)
312(a)(3)

CHE PROJECTS, SERVICES, AND ACTIVITIES TO ENCOURAGE ELIMINATION OF SEX BIAS AND SEX STEREOTYPING

SECONDARY AND POSTSECONDARY

State Priorities To Be Addressed

1. Integration and sequencing of academic and vocational education.

2. Curriculum and program strategies reflecting workplace needs.

3. Instructional and support services responsive to the needs of students who are members of special populations.

Goals

Increase the number of CHE education programs which have an enrollment of at least 35% males and which incorporate strategies to eliminate sex bias and sex stereotyping.

Activities

Coordination between CHE and gender equity managers and coordinators from the CDE and COCCC in planning activities for the elimination of sex bias and sex stereotyping occurs in several ways:

1. A consultant has been designated by the CDE Home Economics Education Unit to serve on the statewide Gender Equity Advisory Committee.

2. The gender equity coordinator reviewed the CDE Request for Application (RFA) for the Home Economics Tech Prep Resource Consortium and the portions of the State Plan that relate to the elimination of sex bias and of sex stereotyping. COCCC gender equity staff review and approve the competitive CHE mini grants.

3. Presentations on the elimination of sex bias and sex stereotyping are given by gender equity staff at Home Economics professional development activities.

4. Home Economics Education staff members serve on the reading panels for rating of Gender Equity grants.

5. COCCC gender equity staff participate on the CHE State Advisory Committee.

Additionally, plans for several jointly-sponsored professional development activities are being planned for program years 1994-96, as well as for increased collaboration on identifying criteria for competitive grants to develop model Consumer and Homemaking Education program sites which address a number of objectives, including the elimination of sex bias and sex stereotyping.

Rationale

The need to assist LEA personnel with the elimination of sex bias and sex stereotyping is on-going. While many CHE programs have male enrollments of more than 35%, other programs continue to serve mostly female students. In addition, CHE teachers are requesting additional strategies and resources in order to help eliminate sex bias and sex stereotyping in the classroom.

Expected Outcomes

Programs towards the statewide goals for total CHE enrollments of at least 35% males and for expanded use of CHE instructional programs and activities which do not reflect sex bias or sex stereotyping.

MEETING THE NEEDS IN AREAS WITH HIGH UNEMPLOYMENT

For each Program Year, 1994-95 and 1995-96, at least 35% of the CDE's federal grant award for CHE will be targeted to improving and updating programs including those which serve students in economically depressed areas (EDAs) and to providing statewide services, activities and technical assistance to LEAs, including those that have EDA student populations. 403.151(a) 312(c)

Funds Allocated To LEAs

LEAs receiving an allocation for Title III-B will be required to indicate how they will provide instruction and services for all students, including EDA student populations, that will enable them to improve their consumer skills, home environment and the quality of personal and family life.

Funds For Statewide Projects

The following services and activities will be provided and/or completed:

1. Resources will be developed and/or revised to assist CHE program teachers in providing relevant instruction to students in EDAs, including a career guide, a strategies document for teaching EDA student populations, and bilingual promotional/informational materials.

2. Developmental sites will be selected to develop model approaches to serving EDA student populations.

3. Presentations illustrating how to work effectively with EDA student populations will be included in professional development activities that will be conducted during each program year—1994-95 and 1995-96.

4. A task force will be convened to provide information and suggestions on how to meet the needs of EDA populations.

5. A series of regional conferences will be held focusing on the theme of "The International Year of the Family" and will include the following topics: family violence, equity of family roles, and abusive relationships.

METHOD OF DETERMINING ECONOMICALLY DEPRESSED AREAS AND AREAS OF HIGH UNEMPLOYMENT

403.150(b)(2)
312(a)(2)

An economically depressed area (EDA) is an area within the community or service area identified as low income/economically depressed through such designations as high rates of unemployment, AFDC or public assistance, census and related statistical demographic data.

SECONDARY

The Employment Development Department provides the California Department of Education (CDE) with a report that contains the number of Aid to Families with Dependent Children (AFDC) per county and school district as well as the unemployment rate per county. This information is used to identify the economically depressed areas statewide and applied to each local educational agency, as a factor in developing the allocation to distribute Title III-B funds.

POSTSECONDARY

An eligible recipient will determine an economically depressed area and an area of high unemployment utilizing supporting documentation which identifies geographic area or individuals from a geographic area that is composed of economically disadvantaged families or individuals as defined in the Perkins Act Final Regulations. An economically disadvantaged family or individual means a family or individual that is:

1. Eligible for any of the following:
    a. The program for Aid to Families with Dependent Children under Part A of Title IV of the Social Security Act (42 U.S.C. 601).
    b. Benefits under the Food Stamp Act of 1977 (7 U.S.C. 2011).
    c. To be counted for purposes of Section 1005 of Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965, as amended (Chapter 1) (20 U.S.C. 2701).
    d. The free or reduced-price meals program under the National School Lunch Act (42 U.S.C. 1751).

The National School Lunch Act prohibits the identification of students by name. However, state and local projects may use the total number of students participating in a free or reduced-priced meals program to determine eligibility for projects, services and activities under the Vocational and Applied Technology Education Programs.

e. Participation in programs assisted under Title II of the JTPA.

2. In receipt of a Pell Grant or assistance under a comparable state program of need-based financial assistance.

3. Determined by the Secretary to be low-income according to the latest available data from the Department of Commerce or the Department of Health and Human Services Poverty Guidelines.

4. Identified as low income according to other indices of economic status, including estimates of those indices, if a grantee demonstrates to the satisfaction of the Secretary that those indices are more representative of the number of economically disadvantaged students attending vocational education programs. The Secretary determines, on a case-by-case basis, whether other indices of economic status are more representative of the number of economically disadvantaged students attending vocational education programs, taking into consideration, for example, the statistical reliability of any data submitted by a grantee as well as the general acceptance of the indices by other agencies in the state or local area.

Additionally, COCCC has defined the criteria for economic disadvantaged status according to the section 232 formula waiver as follows:

1. Student awarded Board of Governor Grant (BOGG),
2. Student awarded Pell Grant,
3. Grater Avenues for Independence (GAIN/JOBS) participant,
4. Job Training Partnership Act (JTPA) participant,
5. Supplemental Security Income (SSI) recipient,
6. Aid to Families with Dependent Children (AFDC) recipient,
7. General Assistance (GA) recipient and/or
8. An adult who is eligible for economic public assistance or student fund aid or an annual income level below $7,500 for single persons or $15,000 per couple with $4,100 additional per dependent child.

NEEDS AND PROJECTS, SERVICES, AND ACTIVITIES TO BE FUNDED TO MEET THOSE NEEDS:

a) FOR RESIDENTS OF ECONOMICALLY DEPRESSED AREAS, AND

b) THAT ENCOURAGE THE PARTICIPATION OF TRADITIONALLY UNDERSERVED POPULATIONS

SECONDARY

In addition to the goals, rationale, activities, and outcomes delineated under Section 113(b)(2) for CHE, the following sections are specifically designed to address residents of economically depressed areas and traditionally underserved populations.

State Priorities To Be Addressed

1. Integration and sequencing of academic and vocational education.
2. Curriculum and program strategies reflecting workplace needs.
3. Instructional and support services responsive to the needs of students who are members of special populations.

Goals

1. Expand the instruction provided to students from economically depressed areas in order to assist them in improving their skills and knowledge in the areas of consumerism; parenting; child growth and development; personal and family relations; and balancing family and work responsibilities.
2. Increase the number of males enrolled in secondary home economics programs in grades 6-12, as well as home economics teacher education programs.

Activities

1. Prepare, print and disseminate at least one resource that includes a variety of instructional strategies to meet the needs of EDA student populations as to increase the number of males enrolled in secondary CHE programs.

2. Presentations will be included at each professional development activity conducted during program years 1994-95 and 1995-96 on the topics of working with EDA student populations and increasing male enrollments.

3. At the annual Home Economics and Leadership conference and regional conferences that will be held during 1994-95 and 1995-96, a variety of resource materials, including media, identified in cooperation with the sex equity coordinator, will be presented.

4. Sites selected to be Developmental Models for CHE will be required to include and demonstrate effective strategies for serving EDA student populations, achieving male enrollments of at least 35% in the overall CHE program, and the elimination of sex bias and sex stereotyping.

5. California colleges and universities, which offer a degree in home economics education will develop and implement recruitment strategies focused upon increasing male enrollments.

6. The Home Economics Teacher Education core curriculum will include competencies to prepare future teachers to work with EDA student populations, increase male enrollments, and to ensure instructional strategies and resource materials are gender neutral.

Rationale

Individuals (both males and females) and families who reside in economically depressed areas (EDA) lack skills and knowledge in the areas of consumerism; parenting; child growth and development; personal and family relations; and balancing family and work responsibilities. Secondary CHE instructors have requested assistance with instructional strategies and resources to better serve EDA student populations and to increase the number of underrepresented students (males) in their programs.

A critical shortage in the number of qualified CHE Education instructors is projected for California within five years. In order to increase the number of male CHE teachers, special recruitment activities must be planned and conducted in cooperation with personnel at California colleges and universities which offer a degree in home economics teacher education.

Expected Outcomes

1. Data collected from all sites receiving a CHE allocation will indicate an increase in male enrollments.

2. All participants in CHE professional development activities will have access to instructional strategies for serving EDA population students and for increasing the number of male enrollments and for ensuring that both instructional strategies and resources are gender equitable and/or neutral.

3. Annual information surveys gathered and compiled from California colleges and universities will indicate an increase in male enrollments.

4. Future teachers who complete home economics education degree programs will be able to demonstrate competencies to effectively work with EDA student populations, plan strategies to recruit male students and select instructional resources that are gender free/neutral.

TITLE III, PART A: COMMUNITY BASED ORGANIZATIONS

Funding

The anticipated funding for Title III, Part A is $1,206,944 and will be divided equally between the CDE and the COCCC. 403.140(a)

Community based organizations (CBOs) are private, nonprofit organizations of demonstrated effectiveness that are representative of communities or significant segments of communities and that provide job training services. 400.4(b)

Funds provided under Section 302 of the Act may be used for the following purposes: 403.140(a)(1-8) 302(b)(1-8)

1. Outreach programs to facilitate the entrance of youth into a program of transitional services and subsequent entrance into vocational education, employment, or other education and training;
2. Transitional services such as attitudinal and motivational prevocational training programs;
3. Prevocational education preparation and basic skills development conducted in cooperation with business concerns;
4. Special prevocational preparations programs targeted to inner-city youth, non-English speaking youth, and the youth of other urban and rural areas having a high density of poverty who need special prevocational education programs;
5. Career intern programs;
6. Model programs for school dropouts;
7. Assessment of students' needs in relation to vocational education and jobs; and
8. Guidance and counseling to assist students with occupational choices and with the selection of a vocational education program.

Criteria For CBO Project

Requirements for funding under this section of the Act are:

1. An agreement exists between the community based organizations and the eligible recipients in the area to be served. The agreement must state that the local education agency (LEA) shall be the fiscal agent.

403.141(b)(3) 301(a)(3)
2. Special consideration is given to the needs of severely economically and educationally disadvantaged youth, ages 16 through 21, inclusive.

403.141(b)(4) 301(a)(4)
3. Business and industry are involved, as appropriate, in activities and services for which assistance is sought.

403.141(b)(7) 301(a)(6)
4. The applicable standards of performance and measures of effectiveness conform to those required of vocational education programs in the State.

Distribution And Application For Funds To CBOs

403.141(b)(1) 301(a)(1) Funds under this part of the Act will be made available by a grant/contract process to a partnership involving a district and one or more CBOs. The designated fiscal agent shall be the local educational agency.

Each partnership which desires to receive CBO funding shall prepare and submit an application to the appropriate agency (CDE, COCCC). Each application must contain appropriate assurances from the CBO.

The agreements between the partners may vary from project to project; however, each partnership requires as a minimum a Memorandum of Agreement (MOA) which delineates the roles and responsibilities of each partner, use of funds, and method of payment. The grant/contract requires a statement of need, description of the project, statement of goals, objectives, activities and outcomes. Also, budget, management and evaluation plans are required.

How Services Being Funded Will Enhance The Enrollment Of Severely Economically And Educationally Disadvantaged Individuals Into Vocational Education Programs

403.141(b)(6) 301(a)(5) Carl D. Perkins Vocational and Applied Technology Education Act of 1990, Title III-A funding has made it possible for increased numbers of severely economically and educationally disadvantaged individuals to access quality vocational education programs.

This collaboration has resulted in sharing resources and expertise to provide disadvantaged persons with essential support services and educational activities that stabilize them before being placed in vocational education programs or as they transition to work.

CBO services may include transportation, clothing, food, shelter, and child care. When basic human needs are met, at-risk youth are more likely to stay in, return to, and/or complete school. CBOs can refer disadvantaged students to a variety of community resources that provide necessary services while at the same time connect disadvantaged youth with the community. In addition, individuals who might otherwise not be served because of quotas, expected outcomes, or participant requirements, are often served through CBO funding.

CBOs have close ties with business and industry that result in job training and placement for disadvantaged persons. CBOs staff are experienced in outreach and recruitment activities for hard-to-reach students. LEAs and CBOs working collaboratively can offer more comprehensive and effective services to motivate disadvantaged individuals to return to school, achieve lifelong learning attitudes, attain vocational skills, transition to work and become productive members of the community.

Overall Effort In Addressing The Needs Of Academically And Economically Disadvantaged Persons In CBO Programs Funded By The State

A variety of collaborative efforts exists between LEAs and CBOs to serve severely economically and educationally disadvantaged individuals in California. CBO projects may focus on one or two major activities, while others provide daily on-going services. The diversity in project methodology is usually a reflection of the community being served. All projects work to achieve enriched and effective outcomes for participants. 403.141(b)(5) 301(a)(5)

CBO projects provide many services to disadvantaged individuals that schools can no longer fiscally manage. The State, through the CBO projects, helps low income, unemployed and educationally disadvantaged persons to live with greater human dignity through access to education, vocational training, job training, and improved social conditions.

CBOs provide outreach and referral services to disadvantaged persons, many of whom are socially isolated. These individuals may be school dropouts or in school students who are disillusioned or dissatisfied with school. These students need to be identified before they can be served. Assessment strategies are another specialty of CBOs. Assessment programs are needed to determine individual interests, aptitudes and skills. CBO personnel assess basic educational deficiencies and design necessary basic skills education plans.

Partnerships among government, business and education provide necessary input from employers to ensure training programs reflect the needs of the workplace. Partnerships also facilitate increased job placement opportunities for disadvantaged persons.

The State will provide technical assistance to CBO projects through regional workshops, site visits and statewide conferences where vocational education course information, resources and strategies are disseminated.

CBO Project Grants - FY 93-94

Sample listing of Community Based Organizations participating in CBO Projects

Girls Inc. of San Leandro
Community Living Centers
Soroptimist Rotary
Rural Human Services
National Council on Aging
EYE
La Familia
AKD Sorority Inc.
Tri Cities Children's Center
Teach Inc.
Quinn A.M.E. Church
Needs Center
Women at Work
School Aged Mother Program
Girls Inc. of San Leandro
YWCA
Youth Work Inc.
O.I.C.W.
Simi Valley Rotary Club
Charterhouse Center
Yuba-Sutter Enterprises
Boys & Girls Club
South Bay Service Center
Reading Programs for Adults
Laotian Family Services
California Human Development Corp.
Casa Colina Career Development Center
San Juan Community Task Force
Big Brothers/Sisters of Santa Clara Co.
Nevada Co. Women's Self Help Center
Industry Education Council of California
Humboldt Charter Care Council
Glenn Chamber Economic Development
Southern Calif. Youth & Family Center
Westminster Neighborhood Association
Napa Chamber of Commerce
Women Employment Resources Corp.
Educational Enrichment Systems, Inc.
Private Industry Council of S.L.O., Inc.
Sonoma Co. People for Economic Oppty.
Casa Blanca Home of Neighborly Services
Kings Community Action Organization
Lincoln Training Ctr United Christian Ctr
Labor Community Service Agency
San Francisco State Univ. Foundation
Orange County Literacy Network
Metro Area Advisory Committee
Santa Clara Vietnamese Chamber
Mustard Seed, Loaves & Fishes
Laubach Reading Centers

PLANNED USE OF FUNDS AND PARTNERSHIPS WITH COMMUNITY BASED ORGANIZATIONS

403.141(b)(1)
301(a)(1)

Planned Expenditures	**1994-95**	**1995-96**
(Both Secondary and Postsecondary will receive same amounts)		
Workplace Learning Skills	$ 400,000	$ 400,000
Outreach, Education, Training, Technical and Support Services	203,472	203,472
Subtotal Secondary	603,472	603,472
Subtotal Postsecondary	603,472	603,472
Totals	**$1,206,944**	**$1,206,944**

State Priorities To Be Addressed

1. Integration and sequencing of academic and vocational education curriculum.
2. Curriculum and program strategies reflecting workplace needs.
3. Instructional and support services responsive to the needs of students who are members of special populations.

Goals

Community Based Organization funds are used to provide partnership programs for disadvantaged persons enabling them to enter and successfully complete vocational education programs leading to work and/or continuing education.

Activities

1. Partnership projects will provide outreach, guidance, assessment, counseling, mentoring, internships, education and workforce training and support services as needed to enable disadvantaged individuals to gain academic and workforce skills and competencies.
2. Partnership projects will provide education, guidance, workforce training and support services as needed to enable disadvantaged persons to transition into society, assume responsibility, and obtain jobs and/or further education. Emphasis may be placed on nontraditional employment opportunities for women.

Rationale

Model partnership projects need to be developed and implemented to support the growing numbers of persons who lack the academic, work skill and life skill proficiencies necessary to obtain jobs, further their education and participate as productive, responsible members of their families and communities. Transitional services are needed to enable disadvantaged individuals to prepare to become productive, independent and responsible citizens.

Expected Outcomes

1. Model partnerships will be developed.
2. The number of participants will increase.
3. Participants will demonstrate increased academic, work skill and life skill competencies.
4. The number of participants who successfully obtain and retain jobs and/or further their education will increase.

Evaluation Criteria

403.141(b)(2)
301(a)(2)

Final reports of each project will include:

1. Number of male and female students served by CBOs.
2. Number of CBOs participating with eligible recipients designated by rural and urban areas.
3. Programs, services, and activities of CBOs in cooperation with other programs.

TITLE III, PART E: TECH PREP EDUCATION PROGRAMS

Introduction

Title III, Part E, of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 authorizes and provides significant funding to support the development and operation of 4-year tech prep education programs. Tech prep is also a permissive use of Perkins Title II funds. Tech prep consortia may use allocated Perkins Title II and Title III funds in efforts to institutionalize their programs or respond to other school reform initiatives, such as the School-to-Work Opportunities Act. 406.10(c) 343(b)(2) 345(c-e)

These programs are envisioned as combining nontraditional school-to-work technical education programs using state-of-the-art equipment and appropriate technologies. Tech prep education programs call for the establishment of systematic technical articulation agreements between secondary and postsecondary educational institutions. This articulation is considered essential for providing youth and adults with skills in the liberal and practical arts and basic academics, including literacy instruction in the English language, and with the intense technical preparation necessary for finding a position in the changing workplace.

The Act defines tech prep education as a combined secondary and postsecondary program which:

1. Leads to an associate degree, 2-year certificate, or 2-year apprenticeship program;

2. Provides technical preparation in at least one field of engineering technology, applied science, mechanical, industrial, or practical arts or trade, or agriculture, health, or business;

3. Builds student competency in mathematics, science, and communications (including through applied academics) through a sequential course of study; and

4. Leads to placement in employment and/or transfer to 4-year baccalaureate degree programs.

The Act provides for apprenticeship programs to be a component of the 4-year tech prep sequence as long as they consist of at least two years beyond the completion of secondary school and result in certification. The requirement in the Act for the establishment of articulation agreements specifies the agreement as commitment to a program designed to provide students with a non-duplicative sequence of progressive achievement leading to competencies in a tech prep education program. These efforts are designed to create a world-class high skilled workforce that will be prepared to meet the challenges of international competition.

In California, specific terms have surfaced within tech prep consortia that describe the new curriculum and innovative instructional strategies. "Integrated academics" represents the fusion of traditionally vocational or technical educational subjects with traditionally liberal arts or academic educational subjects. "Applied academics" refers to instructional strategies that use a hands-on approach or real-world illustrations of subject matter concepts.

Currently, a statewide school-to-work transition system that fosters economic development and prepares all young people for productive lifetime employment is being developed by educators, leaders from business, industry, and labor, and representatives from various government departments and agencies. The School-to-Work Opportunities (STWO) Act lists tech prep as one of the program models from which to build an effective school-to-work system. Unlike other program models cited in the Act, tech prep contains all required STWO program components: school-based learning, work-based learning, and connecting activities. Both tech prep and STWO require collaboration from education, government agencies offering training opportunities, and business and industry in order to establish comprehensive, high-quality secondary and postsecondary education programs.

The opportunity to support the development and operation of tech prep programs in California is timely. Since 1985, the CDE and COCCC have aggressively pursued a joint strategy for increasing articulation of courses between these two educational systems. The support of articulation projects in the schools and the allocation of staff resources at the State level demonstrate a commitment toward articulation. Strong subject matter advisory committees made up of members representing business, industry, and labor have been a hallmark of vocational programs in California, and their participation is reflected in the development of new ROC/P programs, career (partnership) academies, and tech prep programs. Historically, within all the delivery systems, worksite-based learning has been conducted through work experience programs, co-op, and internships conducted cooperatively in business and industry establishments.

Tech Prep Local Consortia

More recently, tech prep local consortia projects were funded through a competitive Request for Applications (RFA) process. In 1991, a tech prep RFA was developed in consultation with the Chancellor's Office and CDE, and distributed to secondary schools (comprehensive high schools, ROC/Ps, and adult schools), proprietary colleges, and community colleges statewide. Tech prep consortia projects were required to develop three year plans which described how certain performance criteria, as prescribed by the Act, would be accomplished.

Funds were allocated based on community college participation in each consortium. For each community college in a consortium, the maximum award was $30,000 for the first year of operation and $77,625 for the next two years. Sixty-five local consortia were awarded tech prep funds in Year 1. An additional ten sites were awarded funds in Year 2, totaling 75 local consortia statewide. By January 1994, 83 local consortia sites will be operational with participation from all 107 community colleges and over half of California's 800 secondary schools.

In many cases, the membership of local consortia consists of multiple community colleges and secondary schools. Currently, work on consortia development and implementation is taking place in urban and rural areas of the state (Appendix 5).

Expenditures

In 1991-92, the first year of tech prep under the Perkins Act was spent acquiring staff, developing Requests for Applications (RFAs), which is the competitive grant process, and working with secondary and postsecondary providers to form consortia and develop program plans. Much effort was consumed in creating program awareness. Actual programs were implemented at the local level in 1992-93. Therefore, 1991-92 expenditures were internal to the Chancellor's Office only.

1991-92 Expenditures	
Technical Assistance	$ 198,484
Total for 1991-92	**$ 198,484**
1992-93 Expenditures	
To Local Consortia	$ 2,638,554
Special Tech Prep Projects	986,816
Technical Assistance from 92-93 funds	438,000
Total for 1992-93	**$ 4,063,370**
1993-94 Expenditures	
To Local Consortia (1992-93 funds)	$ 6,108,250
To Local Consortia (1993-94 funds)	1,960,000
Special Tech Prep Projects	530,000
Technical Assistance from 93-94 funds	496,079
Total for 1993-94	**$ 9,094,329**

The 75 consortia that began before January 1994 will be augmented $20,000 each. Approximately $1,960,000 was funded from 1993-94 funds.

Tech Prep Statewide Projects

In addition to local consortia projects, the COCCC has provided grants to establish three statewide consortia projects that support evaluation, student follow-up, and outreach and guidance (Appendix 6). In consultation with the COCCC and CDE, the tech prep statewide projects provide technical assistance to the field and collect valuable information about tech prep education programs in California.

Through the RFA process, funds were made available over a three-year period; however, applicants for the statewide evaluation project were asked to submit a five-year plan in the event that the remaining Perkins allocation would become available at a later date. These special project funds were available only to applicants participating in a local consortium.

The evaluation project provides assistance to local consortia and resource consortia regarding federal accountability requirements. Staff are responsible for developing the state evaluation design and scheduling framework, coordinating efforts with the student follow-up project, and preparation of annual evaluation reports. California's evaluation design is modeled after the federal five-year plan for a comprehensive evaluation of tech prep education programs nationwide, which is being conducted by Mathematica. Working cooperatively with Mathematica provided for an unduplicated effort, easier data collection, and evidence to the field that local, state, and federal projects can truly work together.

Work is underway through the student follow-up project to develop a system for monitoring student progress from one grade and/or segment to the next level, and from graduation to employment. The staff are required to coordinate their performance tasks with the tech prep evaluation project and the COCCC Labor Market Information/Student Follow-Up System (LMI/SFS).

Local consortia receive technical assistance as needed regarding student follow-up procedures and processes.

The outreach and guidance project provides assistance to local consortia regarding student recruitment through the development of common outreach materials that are designed to promote and publicize tech prep programs in California. This project provides outreach and guidance materials that are particularly useful with students representing special populations and their parents. Information is provided regarding the existence and benefits of tech prep education programs and the importance of early academic preparation.

Tech Prep Resource Consortia

Contracts for six tech prep resource consortia were awarded through a competitive process. Six projects developed and operated tech prep programs. The projects and their 1991-94 expenditures are as follows:

Consortium:	**1991-92:**	**1992-93:**	**1993-94:**
Agriculture	$ 250,000	$ 250,000	$ 321,669
Business	475,000	475,000	546,670
Engineering	250,000	250,000	285,835
Industrial Technology	475,000	475,000	510,835
Home Economics	250,000	250,000	321,669
Health Careers	300,000	300,000	371,669
Technical Assistance	0	234,019	234,019
Totals	**$2,000,000**	**$2,234,019**	**$2,592,366**

These resource consortia serve as model programs, share curriculum materials, and provide teacher inservice training. Each of the six consortia focus on a specific occupational field. Each consortia serves the needs of educational agencies and local consortia within a particular geographic region. The six resource consortia provide the following services to local tech prep programs:

1. State-of-the-art model curricula that integrate a common core of proficiency in science, mathematics, communications, and technologies in the designated occupational area.
2. Professional development programs and materials, and programs for preparing facilitators from local tech prep consortia to conduct effective professional development using the program materials to meet local needs.
3. Professional development for administrators, teachers/faculty, and counselors as requested by local consortia.
4. Dissemination and replication of technical assistance materials.

Key Goals Of The Agriculture Resource Consortium

1. Develop and implement a system or structure for assisting programs in the field of agriculture to develop formal tech prep programs and articulation agreements between secondary schools, ROC/Ps and community colleges.

2. Provide technical assistance to secondary schools, ROC/Ps and community colleges regarding tech prep implementation.

Key Goals Of The Business Resource Consortium

1. Provide students, particularly special population persons, with access to business and marketing tech prep programs that are sequentially articulated between high school, ROC/P, adult education, and community college programs.
2. Selected business and marketing tech prep consortia programs will serve as models to demonstrate the successful transition of students from advanced levels of training to employment.

Key Goals Of The Home Economics Related Occupations Resource Consortium

1. Develop and implement a process for assisting secondary local education agencies offering programs in Home Economics and Related Occupations to develop tech prep programs, including a coherent sequence of courses and appropriate articulation agreements for those courses.
2. Provide a variety of models for implementing tech prep programs which demonstrate the successful transition of students from secondary to postsecondary education and/or to work.

Key Goals Of The Engineering Technology Resource Consortium

1. Establish a curriculum that prepares engineering technicians who are systems oriented, interdisciplinary in their technical preparation, demonstrate a combination of technical skills, develop a strong academic and technical base, and who are capable of learning new specialties as the technology changes.
2. Establish a model four-year engineering technology tech prep consortium enabling students to transition from a two-year secondary program to a four-year postsecondary program.

Key Goals Of The Health Careers Education Resource Consortium

1. Produce a replication guide and resource materials for new schools wishing to initiate a health careers path.
2. Create a template for articulation between middle school, high school, ROC/P, community college, and university programs.

Key Goals Of The Industrial Technology Resource Consortium

1. Establish an industrial and technology education tech prep consortium to develop a four-year technical curriculum designed to prepare students for new and multisystem approaches to swiftly changing technical content.
2. Identify academic, computer literacy and technical competencies required for employment in each cluster of the industrial and technology program and establish a model for student transition from the secondary level to the postsecondary level for each cluster.

PLANNED USE OF FUNDS FOR TECH PREP

SECONDARY

Planned Expenditures	**1994-95**	**1995-96**
Six Resource Consortia:		
Agriculture	$ 304,603	$ 304,603
Business	578,746	578,746
Engineering	304,603	304,603
Industrial Technology	578,746	578,746
Home Economics	304,603	304,603
Health Careers	365,523	365,523
Technical Assistance	155,542	155,542
Totals	**$2,592,366**	**$2,592,366**

POSTSECONDARY

Planned Expenditures	**1994-95**	**1995-96**
Local Consortia	$ 7,241,906	$ 7,241,906
Special Projects	530,000	530,000
Technical Assistance	496,079	496,079
Totals	**$8,267,985**	**$8,267,985**

The statewide priorities to be addressed, as well as the goals, activities, rationale, and expected outcomes are primarily the same for the six resource consortia projects of CDE and the local consortia projects of the COCCC. The primary difference between the six resource consortia and the local consortia of the CCC is their size and scope, rather than their overall direction and priorities.

SECONDARY AND POSTSECONDARY TECH PREP GOALS, ACTIVITIES, AND EXPECTED OUTCOMES

State Priorities To Be Addressed

1. Integration and sequencing of academic and vocational education curriculum.
2. Curriculum and program strategies reflecting workplace needs.
3. Instructional and support services responsive to the needs of students who are members of special populations.

Goals

1. Encourage the development of active linkages between secondary and postsecondary educational institutions.
2. Encourage the development of strong working relationships between academic and vocational education educators.
3. Encourage the development of partnerships between education, business, industry, labor, and the community to identify workplace needs and develop strategies to meet those needs.
4. Encourage the development of curriculum strategies that incorporate a common core of mathematics, science, communication, and technology.
5. Improve the knowledge and understanding of tech prep program implementation on the part of consortium participants.
6. Encourage the development of strategies that address the needs of members of special populations to be incorporated in the articulated tech prep programs.

Activities

1. Continue funding support for the CDE resource consortia.
2. Continue funding support for COCCC local consortia.
3. Evaluate program strategies and effectiveness.
4. Fund technical assistance that builds strategies for increasing the participation and involvement of academic instructors

(mathematics, English, and sciences) regarding the integration, duration, intensity, and sequencing of academic and vocational education curricula.

5. Intensify efforts to establish linkages between secondary, postsecondary, business, labor, and industry sectors.

6. Disseminate information regarding articulated programs to students and their families in order to provide equal access.

Rationale

1. Lessons learned as a result of tech prep programming over the past three years indicate the need to focus on linkage strategies and articulation processes.

2. The statewide needs assessment indicated additional efforts were needed in the area of industry involvement, business linkages with education, and worksite experiences to better prepare future program completers.

3. Continuation of funding is important because many of the local consortia are only now entering their second and third years of funding and are moving through their developmental period to a position of substantial program effectiveness.

Expected Outcomes

1. Increased numbers of school/college tech prep consortia.

2. Increased quality and quantity of secondary and postsecondary institutional linkages.

3. Improved relationships between academic and vocational instructors and expanded collaboration and program coordination between academic and vocational educators.

4. Increased numbers of public-private sector partnerships.

5. Development of new tech prep strategies to be disseminated for replication throughout schools and colleges.

6. Increased access to the full range of technical preparation programs to individuals who are members of special populations.

Evaluation Criteria

1. Progress made on achieving the goals, objectives, and outcomes described in each consortium's approved application. Data will be collected including:
    a. The number of courses and programs formally articulated.
    b. Number of linkages and partnerships.
    c. Demonstrated evidence of providing access to individuals who are members of special populations.
    d. Number of professional development activities.

HOW THE STATE MONITORS TECH PREP PROGRAMS

406.10(c)
343(b)(2)
345(c-e)

The COCCC requires both quarterly and annual program and expenditure reports from all tech prep recipients. The CDE requires an annual End-Of-Year Report, which includes tech prep data; this report is filed with the annual claim for funds. The CDE also conducts on-site compliance reviews on a rotating basis. Additionally, a third-party evaluation of local consortia is conducted by the State, and a tech prep student follow-up study is in the process of development.

406.3(b)
344(b)

The basis for these monitoring efforts is the local education agency's (LEA's) compliance with the following performance criteria:

1. Establishment of an articulation agreement between participants in the consortium.
2. Provision of programs of instruction which consist of the two years preceding graduation and two years of higher education, or an apprenticeship program of at least two years following secondary instruction, with a common core of required proficiency in mathematics, science, communications, and technologies designed to lead to an associate degree or certificate in a specific career field.
3. Development of tech prep education program curricula appropriate to the needs of the consortium participants.
4. Provision of professional development training for teachers/ faculty that:
    a. Is designed to assist teachers to effectively implement tech prep education curricula;
    b. Provides for joint professional development for faculty from all participants in the consortium; and
    c. May provide such professional development in weekend, evening, and summer sessions, institutes, or workshops.
5. Provision of professional development training for counseling staff that is designed to create:
    a. Effective student recruitment strategies for tech prep programs that also address issues of drop out prevention, reentry, and the needs of minority youth of limited English proficiency, youth with disabilities, and disadvantaged youth;

b. Effective support services that enable students to successfully complete tech prep programs, including students representing special populations as specified in the Act; and

c. Ensure that students are placed in appropriate employment.

6. Provision for equal access to the full range of technical preparation programs to individuals who are members of special populations, including the development of tech prep education program services appropriate to the needs of such individuals.

7. Provision for preparatory services which assist all participants in such programs.

8. Provision for the acquisition of tech prep education program equipment.

9. Identification of the needs for expert assistance from the tech prep resource consortia, special projects consortia, and other articulation and agreements and for the development and operation of tech prep programs curriculum projects in the state for the establishment of articulation in the designated occupational areas.

SECTION X: PLAN REVIEW PROCESS: PUBLIC HEARINGS, REVIEW BY AGENCIES, AND BOARD RESPONSES
SUMMARY

Public Hearings: Review, Comment, And Recommendations Of California State Plan: 1994-96

- Five public hearings were held throughout California to afford all segments of the population an opportunity to review and comment on a discussion draft of the 1994-96 State Plan.
- Public hearings were held in readily accessible sites at high school campuses, community college campuses, and State government buildings. The hearings were scheduled as two-hour sessions and were offered at staggered times throughout the day to accommodate the working schedules of attendees.
- Public hearings were advertised in newspapers in each city serving as a hearing site. Hearings were held in northern, central, and southern California locations.
- Over 1,200 copies of the draft Plan were mailed to a list of reviewers including program recipients, COP committee members, California Plan Committee members, SIC committee members, the Board of Education, the Board of Governors, SCOVE council members, the SJTCC, and various professional associations, policy groups, and legislative committees.

Summary Of Public Hearing Recommendations And Issues And State Board Response

- Some 232 individuals attended the five public hearings conducted throughout California. Combined, 116 individuals provided written or oral testimony as part of the hearing process.
- Each public hearing was audio-recorded. Each individual providing oral testimony completed a written form indicating the major points and recommendations that formed their remarks. In addition, two staff members served as recorders and provided written summaries of all oral testimony as the testimony was being presented.
- The public was informed that written testimony submitted during the two-week public comment period carried equal weight with any oral testimony provided at a hearing site. Over 70 reviewers submitted written comments and these

submissions were combined with all oral testimony to form the record of public input.

- Reviewer testimony was clustered into three broad categories: (a) comments/recommendations regarding technical issues, (b) comments/recommendations regarding programmatic issues, and (c) comments/recommendations regarding process and general issues.

- Some of the technical issues were specific to an individual program or campus and personal responses were directed to those reviewers. Some 15 key, unduplicated technical issues were raised and each of those issues was addressed via changes in the narrative. Some of the technical issues raised included requesting definitions for terms such as "program" or "grant," requesting a staff qualifications section, clarifying language in the core measures and standards section, additional detail on planned activities supported by CBO funds, and clarification regarding any ranking of the three statewide priorities.

- The public comment process produced 10 major, unduplicated programmatic issues. Some of the programmatic issues included serving special populations, questions regarding gender equity and single parent programs, suggestions regarding agency collaboration activities, funding for regional health occupations centers, support for vocational education teacher preparation programs, the use of transfer rates in program evaluation, suggestions regarding how to assess integration efforts, ways to emphasize collaboration among and across programs, and clarification regarding implementation of all three statewide priorities. Each of these issues was addressed either in changes to the narrative or via a Board response in this section.

- Some 21 unduplicated general and process-oriented issues or comments were generated by the public hearing process. These issues dealt primarily with comments regarding how the needs assessment was conducted, how the draft Plan was generated, concern over the number and scheduling of public hearings, discomfort with Act or Regulation language, questions regarding the source for some of the data used in the Plan and needs assessment, and a considerable number of compliments regarding the comprehensive, open, and collaborative nature of this Plan development process. Each of these issues was addressed either in changes to the narrative or via a Board response in this section.

SECTION X

PLAN REVIEW PROCESS: PUBLIC HEARINGS, REVIEW BY AGENCIES, AND BOARD RESPONSES

PUBLIC HEARINGS: REVIEW, COMMENT AND RECOMMENDATIONS REGARDING THE STATE PLAN 10.1
SUMMARY OF PUBLIC HEARING ISSUES/RECOMMENDATIONS AND STATE BOARD OF EDUCATION RESPONSE 10.2
COMMITTEE OF PRACTITIONERS 10.21
STATE JOB TRAINING COORDINATING COUNCIL 10.21
STATE COUNCIL ON VOCATIONAL EDUCATION 10.28

PUBLIC HEARINGS: REVIEW, COMMENT AND RECOMMENDATIONS REGARDING THE STATE PLAN

Five public hearings were held throughout California to afford all segments of the population an opportunity to review, comment and make recommendations in regard to the 1994-96 California State Plan. 403.31(b) 113(a)(2)(B)

Hearings were held as follows:

1. Cerritos College, Norwalk, Southern California
2. Chaffey College, Rancho Cucamonga, Southern California
3. State Building, Fresno, Central California
4. Palmiter High School, Sacramento, Northern California
5. San Mateo College, San Mateo, Northern California

The 30-day public notices were appropriately provided as were 45-day notices for both the State Board of Education and the Board of Governors of the Community Colleges for their first review, comment and recommendations. 403.31(c) 113(a)(2)(B)

The following newspapers were selected to publish the public hearing notice:

Hearings At:	**Published In:**
Cerritos CC/Norwalk	Long Beach Press Telegram
Chaffey College/Rancho Cucamonga	Inland Valley Daily Bulletin
State Building/Fresno	The Fresno Bee
Palmiter HS/Sacramento	The Sacramento Bee
San Mateo CCD/San Mateo	San Mateo Times

The State Board of Education distributed a press release Statewide to announce the public hearings. A comprehensive mailing list was developed by the California Department of Education and the Chancellor's Office of the California Community Colleges for the purpose of notifying various constituents of the public hearing and to receive a draft copy of the California State Plan. Distribution included:

1. Eligible recipients
2. Vocational education, job training and employment professional associations, including special populations
3. Committee of Practitioners
4. State Council On Vocational Education (SCOVE)
5. State Job Training Coordination Council (SJTCC)
6. All required consultation councils

SUMMARY OF PUBLIC HEARING ISSUES/ RECOMMENDATIONS AND STATE BOARD OF EDUCATION RESPONSE

The Public Hearing/Reviewer Input Process

403.32(b)(17)
113(a)(2)(B)

Some 232 individuals attended the five public hearings conducted throughout the state. Combined, 116 individuals provided written or oral testimony as part of the hearing process.

The time for public input extended from January 13 - 28, 1994. The 1,200 practitioners, local recipients, organizational representatives, and others who began receiving their draft plan copy beginning January 13 were notified, in writing, that they could mail or fax their written testimony at any time from receipt of their copy through January 28. Testimony/reviewer input forms were included with each distributed draft plan, along with the fax number and mailing address of agency staff ready to receive testimony.

Each plan recipient was notified that written testimony and comments, mailed or faxed by the stated deadline, would have ***equal*** weight with any oral or written testimony submitted at the public hearing sites. Over 70 individuals presented their views in written form by faxing or mailing their testimony.

Testimony/reviewer input forms were available at each of the 10 review sites established throughout the state. Beginning January 15, plans were available at these sites for any member of the public to review the draft document. Instructions on the input forms notified the reader of the open testimony period and encouraged written responses.

Given the geographic diversity of the state, particular emphasis was placed on encouraging and facilitating written testimony. In so doing, those who could not attend a particular public hearing session would still be able to participate by having their testimony presented in written form over the two-week period set aside for public comment. Via written memos, instructions on input forms, and in public presentations, prospective providers of written testimony were assured that their written views, submitted at any time during the public hearing process, had the equal effect of oral testimony provided at a hearing.

Each of the five public hearings was announced in a local newspaper via paid public hearing notices. In addition, local recipients were notified by mail of the upcoming hearings and locations. Each of the ten statewide draft plan review sites featured a listing of the hearing sites, times, and dates. Press releases regarding the hearings and their locations were distributed to local and regional press.

The Process Of The Public Hearings

All hearings were held at public facilities that included secondary school campuses, community college campuses, and State government buildings. Appropriate signage directed all attendees to the hearing room.

Each hearing was held for a two-hour time period. Cognizant of working schedules, hearings were held at various times including 9:00 - 11:00 a.m., 10:00 a.m. - Noon, 2:00 - 4:00 p.m., and 3:00 - 5:00 p.m.

Each attendee was asked to sign in so that a record would be available denoting all persons present. Each session was audio-taped. Those requesting the opportunity to provide oral testimony were called in the order their request was received. In every instance, every person requesting to speak was provided the opportunity to present oral testimony. Attendees could, as well, submit written testimony at any of the public hearings.

Each public hearing session featured representatives of the State Board of Education, Board of Governors of the California Community Colleges, California Department of Education (CDE), and the Chancellor's Office, California Community Colleges (COCCC). At the beginning of each hearing, CDE and COCCC administrators welcomed attendees, provided background on the development of the draft plan, reviewed the purpose of the hearings, and covered the process to be used for accepting testimony and attendee input.

Each provider of testimony was asked to provide his/her name, title (if any), and organization being represented (if any). Once this information was provided, a time clock was started and each individual was provided four minutes to present his/her testimony. After the roster of those signed up to provide testimony was exhausted, panel members repeatedly invited any member of the audience to offer testimony or comment.

Consolidating Issues And Recommendations

To capture the key issues offered during the public hearing process, three procedures were utilized. First, each session was recorded to provide staff the opportunity to review any specific testimony. Second, individuals registering to provide oral testimony were requested to complete a one-page form that asked them to list the top three or four issues or recommendations that framed their testimony. And third, at least two professional staff members from CDE and/or COCCC independently recorded the issues and recommendations raised by each provider of testimony as the person was speaking.

Once the public hearings were concluded and the period for public input had passed, staff held a two-day working session to combine and consolidate the input and testimony provided orally and in writing throughout the public review period. Staff reviewed the hours of taped testimony from over 45 reviewers and analyzed the written submissions of 70+ individuals who mailed or faxed their input.

After nearly 60 hours of combined analysis, staff were able to cluster reviewer input into three categories.

The Three Categories Of Public Recommendations And Input

To more effectively respond to the input collected during the public review process, reviewer comments and recommendations were clustered into three broad categories:

1. Comments/Recommendations Regarding Technical Issues.
2. Comments/Recommendations Regarding Programmatic Issues.
3. Comments/Recommendations Regarding Process/General Issues.

Technical issues were defined as those relating to terminology, layout, definitions, clarification, specific requirements, and similar items.

Programmatic issues were defined as those relating to program content, types of activities, changes in funding focus, and other recommendations and issues that affect delivery of services.

Process and general issues were defined as those concerning the process used to conduct the needs assessment or construct the draft plan, concerns regarding Perkins Act language, comments and compliments regarding any aspect of the development of the plan or convening of the public hearing process, and similar issues.

Based on the recommendations and input received, both formally and informally, during the public review period, literally hundreds of changes and corrections were made to the initial discussion draft. The same focus and statewide priorities remain constant, but some sections were reformatted or modified in order to improve clarity.

The following sections highlight the *major*, non-duplicated issues and recommendations generated during the public review period. Staff action and the response of the Board follows each major issue or recommendation.

Consolidated Technical Issues

The following technical, grammatical, and clarification issues were identified via the reviewer process and were used to modify the Plan.

1. **Use of Terms.** The use of the terms "grant" and "contract" should be clarified in the descriptions of how the state proposes to distribute Section 232 funds.

   Board Response: *The narrative has been corrected.*

2. **Recent Amendments.** The plan needs to address the recently passed amendment to the Perkins Act that permits authorization of federal fund allocations to consortia under Section 232.

   Board Response: *The narrative has been corrected.*

3. **Staff Qualifications.** The Plan should provide a section on staff qualifications.

   Board Response: *A staff qualifications section has been included in the appendix portion of the Plan.*

4. **Clarifying Specific Terms.** The Plan should clarify the requirement of local education agencies to provide for the participation of special population students enrolled in private secondary schools in vocational education projects, services, and activities funded by the Act.

   Board Response: *The narrative has been corrected.*

5. **Absolute Standard.** The Plan should clarify language describing the absolute standard for Measure 1, Secondary, in the core measures and standards section.

   Board Response: *The narrative has been corrected to clarify the language on this issue.*

6. **Distribution of Funds.** Clarification is needed of the planned distribution of funds under Title II, Part C, as described in Table 3.1.

   Board Response: *The table has been revised and clarified.*

7. **Updating WorkAbility Efforts.** The WorkAbility Program chart needs to be updated.

   Board Response: *The narrative has been corrected.*

8. **Clarifying Coordinator Role.** In Section 9, clarification is requested in regard to the role of the gender equity coordinator with the Consumer Homemaking Education program and the Community Based Organization program.

   Board Response: *The narrative has been clarified and corrected.*

9. **Distributing CHE Funds.** The statement that all CHE funds would be awarded by grant is in error in regard to secondary programs. The statement should be revised to reflect that CHE funds will be distributed on an allocation, grant, and contract basis.

   Board Response: *The narrative has been corrected.*

10. **Consistent Priorities.** The wording of the three statewide priorities is not consistent throughout the Plan draft.

    Board Response: *The narrative has been corrected.*

11. **Planned CBO Activities.** Clarification is needed regarding the planned activities for use of Title III-A, Community Based Organization funds.

    Board Response: *The narrative has been clarified and enhanced.*

12. **Training of Minority Teachers.** Draft Plan does not show evidence that professional development activities have any particular emphasis on inservice and preservice training of minority teachers.

    Board Response: *The narrative has been revised and expanded.*

13. **Defining "Program."** Definition is needed for the term "program."

    Board Response: *The term has been defined in the narrative.*

14. **Ranking of Priorities.** Draft Plan needs to indicate if there is implied ranking of the three statewide priorities.

Board Response: *The narrative has been revised to indicate that each of the three statewide priorities are of equal rank and weight.*

15. **Addressing All Priorities.** Draft Plan needs to indicate if recipients must address all three statewide priorities or address less than three.

Board Response: *The narrative has been revised to indicate that each of the three statewide priorities must be addressed.*

Consolidated Programmatic Issues

1. **Special Populations**. The topic of special populations was the focus of several reviewers. Views included: (1) developing provisions in the plan for the full participation of representatives of special populations in the development of local plans and applications, (2) providing specific guidance and counseling services for special populations, (3) serving limited-English proficient (LEP) students and the collection of data regarding LEP services, (4) funding staff development to help faculty better serve LEP students, and (5) continuing the currently configured disabled/disadvantaged advisory committee. One reviewer asked if special population students had to be targeted in all three of the overarching statewide priorities.

Board Response: *Local education agencies (LEAs) are expected to involve representatives of special populations in the development of local plans/applications. In addition, local recipients are required by the Act to annually review programs with representatives of special populations to identify and overcome barriers to access or success, and to evaluate the progress of individuals who are members of special populations [Section 117 (a)(1)].*

One of the three statewide priorities is instructional and support services responsive to the needs of students who are members of special populations. In California, especially in urban areas, LEPs are one of the fastest growing special populations. Professional development activities to enhance programs and services for this population is highly encouraged. The three overarching statewide priorities are intended to be the focus of all programs by local recipients. Currently, and for the 1994-96 period, LEAs are required to report special population student enrollments by program and the services provided these students by program. Additionally, staff development is an appropriate *use of Section 231 and 232 funds allocated to LEAs and is a required use of Title II, Part A, funds. Indeed, over 35% of State Leadership funds are devoted to professional development purposes.*

Regarding the specific advisory committee of interest, a statewide intersegmental advisory committee on special populations is planned. Nominees for these two committees will be solicited from the Department of Rehabilitation, the WorkAbility Project, student services personnel, districts, and other appropriate agencies and associations serving both secondary and postsecondary students.

2. **Gender Equity, Single Parents, Displaced Homemakers, and Single Pregnant Women.** A variety of issues, concerns, and questions were generated on the topics of: (1) gender equity and (2) single parents, displaced homemakers, and single pregnant women. Issues included: (a) activities are broadly stated and do not include specific projects, (b) expenditure amounts are listed by broad category and not by individual project/activity, and (c) activities are not clearly targeted to specific populations.

   Board Response: *The Plan has been revised to address issues "a" and "c." Regarding issue "b," expenditure categories were developed to be consistent across programs and funding categories. Expenditure amounts for specific projects will be determined according to the needs of targeted populations and awarded through a competitive grant process.*

3. **Agency Collaborative Activities.** Several reviewers suggested that agency staff consider engaging in collaborative activities to support secondary and postsecondary programs. Examples included: (a) formation of joint technical committees, (b) development of common data collection, follow-up and placement systems, and (c) utilization of joint agency teams to provide technical assistance to local education agencies.

   Board Response: *The State Board of Education and the Board of Governors of the California Community Colleges support shared planning and collaboration in the supervision, administration, and implementation of the Carl D. Perkins Vocational and Applied Technology Education Act. The two boards have held a joint meeting to discuss vocational education issues, and recently both boards adopted a Memorandum of Understanding that describes expectations for shared planning* *and coordination among agency staff. Additionally, and in accordance with the Final Perkins Regulations, in consultation with the State Council on Vocational Education, a Technical Preparation Education (Tech Prep) committee will be established to advise on the development of model curricula to address state labor market needs and develop an inventory of skills that may be used to define state-of-the-art model curricula. Other joint intersegmental committees are planned, including statewide advisory committees for: (1) special populations and (2) gender equity and single parents and displaced homemakers.*

CDE and COCCC each have existing data collection systems that are, in part, shaped by state and federal legislation, as well as various program and accountability requirements. Data collection efforts to meet federal requirements include utilizing these existing, but separate, management information systems. However, common data elements have been identified and defined for data collection and reporting purposes. For example, the intersegmental field funding committee that developed the waiver request recommendations for Section 232 funds also developed operational definitions for collecting and reporting the numbers of economically disadvantaged students enrolled in vocational education. The Committee of Practitioners developed operational definitions for standards and measures for both secondary and postsecondary programs.

Two pilot follow-up studies were undertaken to match students with uninsured wage data to determine their employment status four years after leaving community college. This study is being expanded through agreements with the military and universities to identify former students who are enlisted or enrolled in these programs. It is planned to expand these follow-up studies to include secondary, Regional Occupational Centers/Programs, and adult students.

State staff for each of the two agencies provide technical assistance to local practitioners. The increased planning and collaboration evidenced in the past year shall be continued. Joint agency staff meetings, conducted monthly, focus on programs and professional development activities needed to improve vocational programs and services for all segments of the population.

4. **Regional Health Occupations Centers.** Several reviewers provided testimony requesting funding for Regional Health Occupations Centers.

Board Response: *State Leadership funds are designated to support all three statewide priorities. The Regional Health Occupations Centers will be supported by these funds to the extent that they provide professional and curriculum development and other activities which support these three priorities for the districts in their regions.*

5. **Vocational Education Teacher Preparation Programs.** Several reviewers requested support for vocational education teacher preparation programs in California, including inservice activities that include business and industry participation.

   Board Response: *Under State statutes, the California Department of Education and the Chancellor's Office of the California Community Colleges do not have responsibility for teacher preparation programs. However, professional development activities are a required use of State Leadership funds, and approximately 35% of the State's Title II, Part A, Perkins grant for 1994-96 is devoted to "...professional development activities for vocational and academic teachers, including corrections educators and counselors, and educators and counselors in community based organizations, including inservice and preservice training of teachers in state-of-the-art programs and techniques, including integration of vocational and academic curricula, with particular emphasis on inservice and preservice training of minority teachers." [Section 201(b)(1)] Additionally, improved linkages with business, industry, labor, and the community, are a key feature of one of the three statewide priorities for uses of funds at both state and local levels.*

6. **Implementation of the Three Statewide Priorities for 1994-96.** Regarding the three statewide priorities for 1994-96 Perkins-funded programs, several reviewers asked for clarification, including: (a) if the three priorities were presented in a ranked order, (b) if districts may choose to fund activities in support of only one or two of the three statewide priorities, (c) if the local plan applications will require LEAs to address all three statewide priorities, and (d) if community colleges already meet the first statewide priority of academic and vocational integration and course sequencing via degree requirements for both academic and vocational courses.

   Board Response: *The three statewide priorities are equally important and are not listed in rank order. Districts will be required to fund activities in support of all statewide priorities.*

These three priorities will guide all expenditures of Perkins funds for the life of the 1994-96 State Plan. Local plans/applications at both secondary and postsecondary levels will require eligible recipients to describe how all three statewide priorities will be supported by their proposed expenditure of funds.

Finally, a listing of academic courses that are required for high school or community college graduation—courses that may have no direct relationship or curriculum coordination/alignment of topics, projects, and/or activities to a specific vocational or technical program—does not satisfy the Perkins Act requirements for curriculum integration.

7. **Using Transfer Rates.** The use of transfer rates into higher education was questioned as part of the core measures and standards that monitor placements of vocational education students.

   Board Response: *The Perkins Act defines placement to include employment, as well as entrance into the military or into additional training or education. Thus, data on transfer rates into higher education need to be collected.*

8. **Assessing Integration Efforts.** A suggestion was made that the State Plan include an assessment of the state's efforts to integrate academic and vocational training and retraining efforts.

   Board Response: *This topic is addressed in Factor #1 of the statewide needs assessment and receives considerable attention in Section II of the State Plan.*

9. **Emphasizing Collaboration.** One reviewer suggested placing more emphasis on collaboration between secondary and postsecondary educational agencies at local levels.

   Board Response: *Increased linkages between secondary and postsecondary educational institutions is one of the strategies to implement the statewide priority for improved integration and sequencing of academic and vocational curriculum. In addition, local plans/applications must document participation of secondary and postsecondary educators in funded activities such as professional development and curriculum development.*

10. **Serving Special Populations.** A suggestion was made to change the wording for the local plan/application in regard to

LEA responsibilities to serve special populations. Also, a clarification was requested regarding the eight special populations listed in the original draft versus the five special populations identified in the Perkins Act.

Board Response: *The Act specifies five categories of special populations and the narrative has been revised to reflect these categories. Further, the Act clearly describes LEA responsibilities to serve these students and the local plan/application process requires local recipients to affirm they are meeting the requirements contained in each section and element of the Act.*

Consolidated Process/General Issues

Among the testimony received were a number of specific questions regarding the implementation of the Plan at the local level and thus were referred to the appropriate agency staff for response. The following issues and items provide a consolidated and aggregate overview of the process and general issues generated during the public comment period.

1. **Scheduling and Public Input.** Several reviewers expressed concern that: (a) minimum time was provided for review and input on the draft Plan, (b) the schedule of five statewide public hearings was insufficient, (c) the schedule of hearing times was not conducive for maximum participation and (d) because the Northridge earthquake may have deterred attendance at scheduled hearings, that an additional public hearing be held in the Los Angeles area.

   Board Response: *The federal application process resulted in all states having a minimal time for review of the draft Plan.*

   Over 1,200 copies were mailed within 12 hours of receipt from the printer to practitioners, local recipients, and other representatives. Plans were mailed on January 12-13, 1994 in preparation for hearings held from January 24-28, 1994. So that other interested parties could have access to the Plan in a timely manner, 10 review sites were established throughout the State and copies of the Plan were available beginning January 14-15, 1994.

   While the Act requires a minimum of two public hearings, and California held two hearings in 1991, this 1994 effort scheduled five hearings throughout California. These hearings were attended by over 232 persons and featured oral testimony from 45 individuals.

All recipients of the draft Plan were notified that written testimony carried equal weight with oral testimony and that written comments would be accepted through January 28, 1994. Over 70 individuals transmitted written testimony via this process.

Hearing sites were dispersed throughout the State. To provide a diversity of sites, hearings were held at community college campuses, high school campuses, and State government buildings.

To ensure access to the hearings at different times of the day, hearing times were staggered to include two-hour time periods that included 9:00 - 11:00 a.m., 10:00 a.m. - Noon, 2:00 - 4:00 p.m. and 3:00 - 5:00 p.m.

To provide for the widest possible participation at the public hearing sessions, each local recipient at the secondary and postsecondary level received written notification of the hearing dates, times, and locations several weeks in advance of the sessions. Legal notices featuring dates, times, and locations were published at least 30 days in advance in local, general circulation newspapers in each community hosting a public hearing. CDE public information staff prepared press releases featuring the dates, times, and locations of each hearing and directed press information to the local media in each host city.

Finally, while the earthquake could not be anticipated, despite the disaster, a number of persons representing Los Angeles area secondary and postsecondary campuses provided oral or written testimony. Every local recipient in the Los Angeles area was provided a copy of the draft plan and testimony/input forms. Each of these recipients was encouraged to provided written testimony and to fax or mail that testimony during the two-week public review period. Each recipient was notified that the testimony provided and submitted in writing during this period carried the same weight and effect as did oral testimony at a hearing site.

Further, the requirement of a published thirty day notice prior to conducting any public hearing did not permit adding more hearing dates or locations after the earthquake. Because of the traffic and road conditions after the earthquake, the existing system of encouraging equally considered written testimony any time during the two-week public review process proved to be particularly responsive and effective in light of the constrained operating environment of the Los Angeles region after the earthquake.

2. **Regulations and Act Language.** Several reviewers noted that some regulations inhibited the ability of local programs to be fully effective. Examples included: (a) the requirement of targeting funds to programs or sites serving the highest concentration of special population students was viewed as too restrictive, (b) the conflicting federal regulations (school lunch program vs. Perkins Act language regarding the privacy of student names, for example) impeded the ability of LEAs to identify and monitor the provision of services to economically disadvantaged students, (c) the funding regulations regarding the restricted use of equipment and services for academic vs. vocational courses, (d) the use of the TOPs code taxonomy was viewed as discouraging the integration of vocational and academic courses, (e) the view that the maximum funds allowed for administrative purposes (5%) was insufficient for the effective management of gender equity projects and (f) the requirement of providing student follow-up data simply directed critically short funds away from student needs.

   Board Response: *While it appears that federal regulations fail to fully embrace the spirit of the changes included in the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, the State Board is required to implement the Act according to the regulations.*

3. **Data and Evaluation Resources.** Agency staff were requested to include several data and evaluation resources, including: (a) benchmarks to assist local practitioners in measuring accomplishments in each of the two years of the Plan (b) further operationalization of key terms in the core measures and standards section, (c) formats and resources for student follow-up surveys, and (d) targeted data collection.

   Board Response: *A series of regional and statewide workshops have been scheduled to assist eligible recipients with implementation of the State Plan at the local level. These workshops are scheduled to include such topics as definition of key terms, programs goals and benchmarks, data collection requirements, and other topics that facilitate the operation of successful local programs. In addition, state staff from both agencies will provide technical assistance upon request.*

4. **Targeting Funds.** Several reviewers suggested that the Plan provide for targeted services or funding, including: (a) a separate category of funds to serve low-incidence disability students, and (b) set-aside funds for special population groups.

Board Response: *The 1990 reauthorization of the Carl D. Perkins Vocational Education and Applied Technology Education Act eliminated set-asides for special population students (formerly referred to as disadvantaged students).*

5. **Referencing Data Sources.** Several reviewers requested the sources of some of the occupational data presented in the Plan and the availability of labor market data for local plan application development by local recipients.

Board Response: *The Plan's primary responsibility was to identify and display statewide occupational trends and labor market data. Such was collected from various sources and is featured in Section 2 in the table titled "Top Demand Occupations To The Year 2000: California and the United States." National data have been presented in the table for comparative purposes. The data were generated from such volumes as Annual Planning Information (State EDD), Outlook 1990-2005 (U.S. Department of Labor), Report 400C (State EDD), and Projections of Employment By Industry and Occupation (State EDD). Each relevant data display in the narrative has been revised to reflect the source of the information upon which the table is based.*

The regional occupational displays were generated primarily from the various county and multi-county occupational volumes prepared by the California Cooperative Occupational Information System. The planning team attempted to collect all available and current volumes. A limited number of area volumes were unavailable through the standard sources reached by the statewide staff. While this effort to collect data at the county level was undertaken as a courtesy to local recipients, in general, local practitioners are better aware of local LMI data. The local plan/application process will continue to require locally-generated documentation of labor market trends.

Data were collected (via the CCOIS report series) for over 30 counties. The needs assessment portion featured in Section II indicated the availability of a very comprehensive, separate volume. Occupational forecasts and other labor market data are contained in the separate needs assessment volume.

6. **Direct Allocation.** One reviewer recommended that State Leadership funds for curriculum and professional development be allocated directly to the field, rather than held for statewide projects.

Board Response: *The Act specifically identifies programs to be funded by allocation and by competitive grant. State Leadership funds were not identified in the Act as funds to be awarded on a direct allocation basis (as specific other program categories were so identified).*

Section 201(a) of the Act requires states to conduct State programs and State leadership activities and specifies the required uses of funds for these State programs.

7. **Evidence of Linkages.** One reviewer suggested that evidence of partnerships, linkages, and involvement of industry, labor organizations, and nonprofit agencies in the planning process be noted in the Plan.

Board Response: *The Plan documents that nearly 3,000 individuals were surveyed as part of the needs assessment and that 1,700 responded with their planning contributions via completed survey instruments. Included as respondents were students, parents, industry representatives, labor organizations, community based organization representatives, faculty, administrators, and others.*

The Plan documents (in Section II) that nearly 100 committee members participated in the data analysis and planning phase. Committee members included labor, industry, and community based organization representatives. These 100 committee members shared the assessment results and collected analysis and planning materials from another nearly 300 members of some 50 organizations and professional societies.

The planning process also ensured ethnic and gender balance among survey participants, planning team members, and formal committee members. Among the 100 formal committee members were Asian, African American, and Hispanic representatives. The committees featured gender balance, as well.

Hundreds of business leaders participated in the needs assessment and provided views and data used in the planning process for the development of the Plan. The Plan specifically notes the requirement of program advisory committees that include labor, business, and industry. It further highlights at least four statewide technical committees that include membership by labor, business, industry, and community representatives.

One of the three statewide priorities is the development of curriculum and program strategies reflecting workplace needs. Another of the priorities is the increasing of linkages between secondary and postsecondary educational institutions with business, industry, labor, and the community.

8. **Internships, Apprenticeships, and Mentorships.** A reviewer suggested that providing evidence of internships and mentorships would serve to strengthen the Plan.

   Board Response: *Student internships, faculty internships, cooperative work experience, and apprenticeship programs have long been considered vital and needed activities in support of vocational education. The needs assessment collected data from faculty and administrators regarding the use of internships, worksite placement programs, and related opportunities. Information and documentation of internships, cooperative work experiences, and apprenticeships is included in Section VII of the Plan.*

9. **Considerable Reviewer Support and Compliments.** The Plan, and the process leading to its development, received considerable favorable comment and commendation. Specific reviewer support was received for: (a) the request for waiver on the distribution of Section 232 funds, (b) the development of three statewide overarching needs and priority areas, (c) the usefulness of the Plan at the local level, (d) the willingness of the state boards and agency staff to provide leadership support at the local level, (e) the inclusion of occupational data, labor market information, industry data, and unemployment statistics, (f) the open, extensive, collegial, and collaborative process, (g) and for undertaking an extensive third-party needs assessment and data collection effort in support of the Plan.

   Board Response not needed

10. **Additional Support Voiced.** The Plan was complimented for: (a) including strategies that address the needs of special population students, (b) supporting the integration and linkage of programs supported by Perkins across segments, (c) funding a diversity of State Leadership activities, (d) supporting professional development, and (e) supporting incarcerated youth and adults.

    Board Response not needed

11. **Economic Climate and Its Impact.** Some reviewers commented that the poor economic climate in California and the perceived low level of Perkins Act funding to the State would impact such areas as the ability to increase, improve, or expand: (a) workplace training and placement, (b) student services, (c) guidance and counseling services, (d) job placement, and (e) integration efforts.

    Board Response not needed

12. **Needs Assessment Data.** Information was requested on how to order the needs assessment volume.

    Board Response: *The assessment volume is being made available for purchase. All eligible recipients will be notified when the volume is available.*

13. **Diverse Populations.** A suggestion was made for the State Plan to reference the increasing minority and immigrant populations in California.

    Board Response: *The changing demographics of the State are highlighted and discussed in Section I of the State Plan. Additionally, the special needs of limited English proficient and educationally disadvantaged students were assessed in the statewide needs assessment and are reflected in the three overarching priorities for use of funds for 1994-96.*

14. **Coordination With JTPA.** Several reviewers suggested that LEAs be required to coordinate development of their local plans/ applications with JTPA and to describe that coordination in the local plans. One reviewer suggested setting aside funds from the Basic Grant to support such coordination and/or to require LEAs to match Perkins funds.

    Board Response: *LEAs are encouraged through special projects funds, to coordinate their economic development, training and vocational education programs and services with JTPA programs, PICs and SDAs. The Perkins Act mandates that 75% of the Basic Grant be allocated to eligible recipients, based on a distribution formula specified in the Act. This Act does not require a match for Basic Grant funds, except for state administration.*

15. **Reviewing Local Plans/Applications.** Clarification was requested on the proposed 10%-25% random sample review of local plans/applications.

Board Response: *One hundred percent of the local plans/ applications are read and reviewed for compliance with Perkins mandates and the State's application requirements. Additionally, the Act requires that appropriate state agency staff review "all or a representative sample" of local applications to ensure that the needs of identified special populations groups are being met as outlined in the local plan/application requirements. Because of the volume of local plans/applications supervised by the CDE (410 educational agencies submit Perkins applications), the State Plan proposes that at least 10 percent of these 410 local applications will undergo the additional review. The COCCC proposes that at least 25% of its 107 local plan/applications undergo this additional review.*

16. **Addressing High Unemployment.** One reviewer asked how the Plan proposes to address the needs of "states that have the highest rates of unemployment."

Board Response: *California's State Plan is not designed to address the needs of other states, but focuses specifically—as mandated—on the needs of California's population, economy, and education sector. To identify the areas of California with the highest and most chronic rates of unemployment, the State Plan includes several tables providing historical reviews of unemployment rates on a county-by-county basis. With this information, each local recipient preparing a local plan/ application is able to identify whether or not its service area is located in an area with high unemployment rates, and, if such is the case, to respond accordingly with programming to meet the three statewide priorities within the context of any special needs caused by area demographics. Additionally, because the Plan encourages linkages and collaborative efforts with other agencies and programs (such as JTPA, Employment Development Department, Employment Training Panel, GAIN, and others), historically these interactions result in joint initiatives that promote and foster economic development, workforce expansion, workplace competitiveness, and other factors that mitigate high unemployment.*

17. **The Direction of Focus.** An observation was made that the document contains few references to technology and perhaps too much detail on serving special populations students.

Board Response: *The purpose of Perkins Act funds is to augment the State's ability to meet its vocational education needs. The emphasis on special populations reflects the needs of*

California's growing numbers of economically and educationally disadvantaged, limited English proficient, and incarcerated populations as well as the need to provide gender balance and support services for handicapped persons. Even within this context, however, considerable attention has been given to the issue of technology, workforce competitiveness, employer-based training requirements for tomorrow's labor pool, and related issues. Over 30 tables featured in the needs assessment volume focus on workforce, technology, retooling, competitive training, and similar topic areas.

18. **Applied and Exploratory Programs.** Suggestions were made to emphasize the need for a rigorous applied academic core curriculum for optimum school-to-work training and to conduct exploratory programs for middle schools across career paths.

    Board Response not needed.

19. **Specific Districts.** One reviewer questioned the participation of representatives of the Los Angeles Unified School district and the Los Angeles Community College District—or their teacher unions—in the Plan development process.

    Board Response: *Representatives of educational agencies in the greater Los Angeles metropolitan area participated in the statewide needs assessment, including assessment of Factor #7, "raising the quality of vocational education programs in schools with a high concentration of poor and low-achieving students." Additionally, with the approval of the Joint Advisory Policy Committee on Vocational Education, over 70 groups and organizations were invited to nominate two individuals to serve on the California Plan Committee. From these nominations, extensive efforts were made to assure broad participation by gender, ethnicity, program segment, and geography.*

20. **Tech Prep Program.** The Tech Prep program was promoted as an effective way to achieve the three statewide program priorities.

    Board Response not needed

21. **Perkins Act and Welfare Reform.** One reviewer recommend that the Plan be aligned more closely with the proposed federal Welfare Reform Act.

    Board Response not needed

COMMITTEE OF PRACTITIONERS

State's Response To The Recommendations Of The Committee Of Practitioners

The State Board of Education, at its January 14, 1994 meeting, approved amendments to the core standards and measures as recommended by the State Committee of Practitioners for Vocational Education. The amendments to the Core Standards and Measures appear in Section IV of this Plan. 403.32(c)(2)

STATE JOB TRAINING COORDINATING COUNCIL

403.32(c)(3)
114(a)

State Job Training Coordinating Council Response To the Plan

The State Job Training Coordinating Council was provided copies of the draft plan in accordance with the provisions in the Perkins Act. The following is the response of SJTCC. 403.33(a)(1)

STATE JOB TRAINING COORDINATING COUNCIL
800 Capitol Mall, MIC-67
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PETE WILSON, Governor

Phillip L. Williams
Chairperson

Dean K. Smith
Executive Director

March 22, 1994

TO: Marion McDowell, President
State Board of Education

Larry Toy, President
Board of Governors of the California Community Colleges

FROM: Phillip L. Williams, Chairman

SUBJECT: RESPONSE TO THE CALIFORNIA STATE PLAN FOR CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT FUNDS: 1994-96

On behalf of the State Job Training Coordinating Council (SJTCC), I thank you for this opportunity to review and comment on the Presentation Draft of the California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act (VATEA) Funds for 1994-96. The vocational education program in California is a critical program in preparing our workforce for successful competition in the global economy. The contributions which the VATEA grant makes to that effort are of greatest interest to our Council. In our review of the Plan, we have given special attention to those opportunities where the resources of VATEA and other employment and training programs might be linked, leveraged or otherwise coordinated to the benefit of the California economy and its workforce.

Let us first applaud the effort made by your respective staff in securing a wide range of
involvement of professionals and practitioners from throughout California in the
development of this Plan. We appreciate that our own staff was invited to participate in this
effort. We believe the approach used warrants replication at the local level by those agencies
and institutions who are developing their own plans and applications for VATEA funds. We
recommend you continue to include increasing numbers of business and Private Industry
1 Council members as you move toward implementation of the Plan.

We also want to recognize your prompt and positive response to the technical comments
which our staff submitted during the earlier public comment period. With one exception,
each of their comments have been reflected in revisions appearing in the Presentation Draft.
We do recommend that you include their remaining comment regarding the development of
local VATEA plans, in which staff suggested that applications for VATEA funds be revised
to describe *methods used* in coordinating vocational education services with Job Training
Partnership Act (JTPA) service delivery areas. We suggest this item be as an addition to the
federal language found on page 8.2 which requires a description of *methods to be used* in
2 coordinating with local PICs. We believe that opportunities for coordination often wane
once a plan has been cast, and that the suggested additional language would encourage
coordination among agencies to begin during rather than after the completion of their
respective planning activity.

3 Our additional comments which follow have been developed by comparing the Discussion Draft Plan against the Statement of Goals and Objectives for 1994-95 which our Council recommended to the Governor on December 8, 1993.* The comments follow the sequence in the Plan.

1. We support the three overarching statewide priorities for 1994-96 VATEA funded activities, as described on page 2.iii. There have been continual reports of the weakness in the academic skills development of our workforce. We applaud your efforts to strengthen the integration of academic and vocational education. We are equally encouraged by the priority being given to develop curriculum and program strategies reflecting workplace needs. As revealed in Table 2.31 of your survey, employers did not give high grades for the extent vocational education programs prepared students for work. We urge, as we have previously done for JTPA programs, that a wide range of business and labor representatives be involved when establishing minimum skill levels, competencies, and associated curricula, in order to forge stronger links between job training and real job market needs.

   4 Both of these priorities, however, do not appear to recognize nor incorporate the foundation skills and competencies identified by the Secretary's Commission on Achieving Necessary Skills (SCANS). We believe that new entrants into the workforce must acquire the skills and competencies identified by the SCANS in order for them to earn a decent living, and for our workforce to possess the skills necessary to successfully compete in the global economy. We recommend the Plan be revised to assure that the SCANS competencies and skills become an integral part of every education and training program.

2. 5 We note the occupational projection data provided on pages 2.61-2.68. Attached are more recent information for the State of California (page 2.61) and for the City and County of San Francisco (page 2.67). The inclusion of this data will provide consistency among the various tables.

3. We support your requirements for performance outcome reporting (page 4. 10). We applaud your decision to incorporate performance measures and standards which focus on student achievement, courses completed and job placement (pages 4.3-4.6). We look forward to receiving reports which will better enable the accomplishments of vocational education programs to be evaluated for their contribution in the overall development of the California workforce.

4. Section VI of the Plan contains encouraging provisions on programs and services to assist women to enter non-traditional employment. Each JTPA Service Delivery Area (SDA) is required to establish goals for training and placing women in nontraditional employment, and we encourage all VATEA programs funded through Section VI to be coordinated with those programs operated by the SDAs.

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* We observed that Appendix 8 of the Plan contains the Governors' Coordination and Special Services Plan (GCSSP) for 1993-94, a document which does not reflect the new Statement of Goals and Objectives. On April 12, 1994, the SJTCC is scheduled to recommend to the Governor a new GCSSP for 1994-96. That GCSSP should be available for inclusion in your Plan prior to the May 1, 1994, submittal date.

BEST COPY AVAILABLE

The Department of Labor recently awarded funding to California for a pilot non-traditional employment for women project which will operate in six sites. We urge your sex equity coordinators to continue to work with the project manager in the Job Training Partnership Division, Employment Development Department, to pursue opportunities for leveraging VATEA and JTPA funds and resources in order to expand services to the eligible population.

6

Also, under the auspices of the SJTCC, a Committee for Non-Traditional Employment for Women is now being established. We recommend an on-going working relationship be established between that Committee and those persons in the State education agencies responsible for the various programs and services provided under this Section of the Plan. We believe there may be opportunities for developing common policy and marketing initiatives which will benefit and promote the entry of women into non-traditional employment.

There does appear to be discrepancy between the career fields associated with the projections of top demand occupations (pages 2.61-2.69) and the career fields identified for training single parents, displaced homemakers and single pregnant women (page 6.i) and for training men and women in nontraditional occupations (page 6.ii). In paragraph #9, below, we recommend that training be in career fields and occupations offering highest potential for stability and economic independence. That recommendation is equally applicable to the targeted programs described above.

7

5. We applaud your decision to use State Leadership funds to develop curriculums in recognized high demand and emerging occupations (pages 7.16-7.48). While the Plan describes the focus and involvement of professionals and practitioners in developing curriculums to better reflect workplace needs, we were unable to identify a confirmed role being assigned to the private sector in the program and curriculum development effort. The skill requirements and performance expectations of the workforce are changing too rapidly for curriculums to be developed without ongoing and continuous broad-based input from the private sector. We urge your Plan to be specific on minimum expectations of private sector involvement in the curriculum development initiatives described in Section VII.

8

6. We are pleased to learn of the commitment made to the professional development of both teachers and counseling and guidance personnel (pages 7.16-7.48). As we learned from the public hearings we held last Fall, it is imperative that we develop the professional capabilities of staff if we are to expect the programs which they operate to deliver a trained workforce ready to meet the challenges of the 21st Century. Accordingly, last year, the SJTCC recommended to the Governor that a significant amount of JTPA funds be used for a similar capacity building effort. The SJTCC recommends that professional capacity building of those staff involved with vocational-related training, counseling, and career guidance to include instruction on the effective use of labor market information. We urge the State VATEA Plan to include such instruction in the proposed professional development.

9

7. The complimentary comments in the Plan given to the California Cooperative Occupational Information System (CCOIS) is recognized and appreciated. Over $1,000,000 in JTPA funds have been reallocated annually from other priorities in order to enable this system to become operational and effective. The Employment Training Panel has contributed even greater levels of funding. Unfortunately, we have not seen any substantial fiscal commitment from the other users of this system, including the State education agencies.

We urge you to review the proposed allocations and use of VATEA funds, and to commit a level of funding to the CCOIS commensurate with the value you have found that resource to be. We also recommend that the principle agencies who are users of the CCOIS develop a plan for its ongoing funding.

8. The commitments of the State education agencies to allocate resources to the statewide planning team for the School-to-Work opportunities Act (page 7.88) are to be commended. We are optimistic that this joint effort will be a prototype for exemplary business/industry collaboration with vocational education and the other employment training programs under the Act.

9. Earlier, we commented on your decision to develop curriculums in recognized high
demand and emerging occupations. But, in our review of the instructions given for local
plan/applications (pages 8.1-8.5) and for Tech Prep programs (pages 9.32-9.41) we
could not find any requirement that skills training be in those occupations or in other
demand occupations which contribute to a high skilled, high waged workforce. We
recommend that grant applications be reviewed to ensure proposed training will be in
10 career fields and occupations offering highest potential for stability and economic
independence.

With regard to training provided by the State Correctional Agencies (pages 8.51-8.58), and unlike the other VATEA programs and projects, we did not find any specific career fields to be targeted. We recommend that vocational training provided through the correctional agencies be reviewed to ensure it is relevant to the needs of inmates and to the labor markets in which the inmates are scheduled to return.

During this past year, the SJTCC has become increasingly aware of the growing segment of
older workers in our population, and the need for training and retraining to be given to these
mature workers in order that their skills and talents may contribute further to the competitive
11 advantage of California's workforce. We are urging that all State and local job training,
employment and education plans include specific goals and objectives for serving older
workers. Accordingly, we recommend you include such goals and objectives in the next
VATEA Plan or in any future modifications to that Plan.

Again, we welcome this opportunity to review the Discussion Draft of the California State Plan. We look forward to our comments being incorporated into the final version. Should you need additional information about any of our specific recommendations, please contact our Executive Director, Dean K. Smith, at 654-6836.

Phillip L. Williams

PHILLIP L. WILLIAMS
Chairman

Attachments

State Board Response To State Job Training Coordinating Council Comments On The State Plan

403.33(a)(2)

1. *The State Job Training Coordinating Council's (SJTCC) compliments regarding the breadth and scope of the production and revisions of the State Plan are acknowledged, as well as the commendation regarding revisions made to the Plan based on SJTCC staff input.*

2. *The local plan/application is a planning document, not a report on past performance. For this reason, Section 240, paragraph 7, of the Perkins Act requires the local plan/application to "...describe methods to be used [emphasis added] to coordinate vocational education services with relevant programs conducted under the Job Training Partnership Act, including cooperative arrangements established with private industry councils...." However, the local plan/application is followed by a performance report (data report) to each agency on past year accomplishments. Both agencies combine these local data and reports of coordination efforts into one annual statewide performance report.*

3. *In an effort to ensure that the California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds: 1994-96, is reviewed and approved in a timely manner so that funds will be available to local education agencies by July 1, the State Plan will be submitted to Washington on April 12. According to the stated SJTCC timetable, a final approved version of the Governor's Coordination and Special Services Plan (GCSSP) will not be approved and available before California's Plan is submitted. However, the latest copy of the GCSSP will be included in the copies of the State Plan distributed to the field following approval by the U.S. Department of Education.*

4. *While the competencies from the Secretary's Commission on Achieving Necessary Skills (SCANS) Report are not explicitly referenced in the three statewide priorities, the skills and competencies that serve as the basis for SCANS also serve as the foundation of the statewide priorities. Indeed, the California Plan Committee insisted on the inclusion of the SCANS competencies in the priorities of the State Plan, but used Perkins-oriented language to so do. Thus, the concepts from the SCANS Report are implied in the priorities and explicitly included in their implementation.*

5. *The updated data displays provided by SJTCC have been incorporated into the Plan narrative in Section 2.*

6. *Opportunities to continue the coordination between state and local staffs to further non-traditional education, training and employment for women are encouraged and appreciated. In regard to the comments regarding career fields described in the State Plan, it should be noted that while both Perkins and the Job Training Partnership Act (JTPA) now share a common goal of preparing women for non-traditional roles, the federal mandates regarding preparation for occupations are different for JTPA and Perkins. The demand occupations listed in Section 2 represent only the top 20 occupations from a larger list of 100 demand occupations for each County that are included in the State of California, Employment Development Department "Projections" report series. The specific career fields listed in the Plan are included only as representative examples. Local education agencies are encouraged to utilize labor market data in identifying specific occupations for their occupational, education, and training programs.*

7. *The State Plan, on page 8.30, describes the formal role of business, industry, and labor (among others) in developing state-of-the-art programs and model curricula. In addition, hundreds of local advisory committees help guide the development of curricula and programs at the local level. These committees include representatives from business, industry, and labor groups. There were literally hundreds of employers who participated in the statewide needs assessment, which was conducted as part of the State Plan development process. The results of this needs assessment led directly to the establishment of the three overarching statewide priorities which determine uses of funds for the 1994-96 State Plan.*

8. *Instruction in the effective use of labor market information will be part of on-going professional development activities.*

9. *It is agreed that appropriate state agencies should work to develop a plan to provide support for the California Cooperative Occupational Information System (CCOIS).*

10. *It should be noted that pages 8.1-8.5 do not represent the local plan/application packet; rather, these pages highlight the federal requirements for local plans contained in Sections 118, 235, and 240 of the Perkins Act. The complete local plan/application packets appear in Appendix 3. Similarly, pages 9.32-9.41 provide an overview of tech prep programs; tech prep application packages appear in Appendix 6.*

It is agreed that there should be emphasis on occupations which contribute to a high skills, high wage workforce. Future tech prep Requests for Applications (RFAs) will emphasize this focus.

Additionally, vocational education training in correctional facilities—and via all providers—should be relevant to the needs of each student. Correction agency officials assess their vocational programs for relevance to the workplace. However, given that the decision on the site for release of an inmate may not be made until the end of that inmate's sentence, it may not be feasible to link training to the specific labor market in which an inmate will be released.

11. *With the exception of those Perkins Act provisions that specifically target youth, single pregnant teens, out of school youth, and other specific population categories, the balance of programs are directed to the general student population without regard to an upper age limit. Indeed, at the community college, adult education program, and Regional Occupational Centers/Programs levels, older workers/students have equal access to vocational training, education, and support services.*

STATE COUNCIL ON VOCATIONAL EDUCATION

403.32(c)(1)
112(e)

State Council On Vocational Education Response To The Plan

The State Council on Vocational Education was provided copies of the draft plan in accordance with the provisions in the Perkins Act. The SCOVE response to the draft plan follows.

STATE OF CALIFORNIA PETE WILSON, Governor

CALIFORNIA STATE COUNCIL ON VOCATIONAL EDUCATION
[illegible] S STREET, SUITE TWO
SACRAMENTO, CA 95814-6909
(916) 445-0691

March 21, 1994

Marion McDowell, President
State Board of Education
721 Capitol Mall
P.O. Box 94472
Sacramento, CA 95814

Dear Ms. McDowell:

1 The State Council on Vocational Education has reviewed the Presentation Draft, Narrative and Appendix, of California State Plan for Carl D. Perkins Vocational and Applied Technology Education Acts Funds, 1994-96, The Council was pleased to see that almost every Council concern/recommendation had been addressed in the Presentation Draft.

2 The Council would like to commend the Boards, agency leadership and staff for their efforts in the development of this State Plan. The extensive third party needs assessment (which the Council has advocated for a number of years), the plan development process, and the willingness to objectively review input is a major accomplishment.

The Council looks forward to working with the Board and their staff in the future.

Sincerely,

Richard L. Kelley

Richard L. Kelley
President

cc: Phoebe Helm
Susan Reese

State Board Response To State Council On Vocational Education Comments On The State Plan

403.33(b)

403.32(c)(1)
112(e)

1. *In previous discussions with agency staff on the draft State Plan, the State Council on Vocational Education (SCOVE) disagreed with the stated occupational demand level for agricultural sector jobs (pages 7.3 and 7.8). The Council was notified that the source of the data presented was from an official state publication, "California An Economic Profile,"* published by the California *Trade and Commerce Agency (October, 1993). While all other issues generated by SCOVE were addressed in the Plan, the absence of another data base featuring different agricultural projections did not permit changing or challenging the data provided by California Trade and Commerce Agency.*

2. *SCOVE's commendations regarding the extensive collaborative process used to develop the current State Plan are acknowledged. Additionally, SCOVE's involvement, leadership, encouragement, and support of the State Plan development process are recognized and appreciated.*

APPENDIX
SECTION

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Appendix 1

Documentation Of State Council (SCOVE) Participation

- Chronology of Meetings
- November 8, 1993 Letter to SCOVE
- November 29, 1993 SCOVE Letter
- December 6, 1993 Letter to SCOVE

California Department of Education
Chancellor's Office, California Community Colleges

State Council Participation in the Planning and Developmental Tasks for the California Statewide Needs Assessment and the State Plan for the Carl D. Perkins Vocational and Applied Technology Education Act Funds, 1994-1996

• September 23, 1992	Planning meeting for California Plan Executive Steering Committee, Holiday Inn Capitol Plaza
• October 26, 1992	California Plan Executive Steering Committee Meeting, Governor's Office, State Capitol Building
• November 10, 1992	Planning meeting, SCOVE Office
• November 17, 1992	Planning meeting, SCOVE Office
• December 1, 1992	California Plan Executive Steering Committee Meeting, Senate Hearing Room, State Capitol Building
• January 15, 1993	Planning meeting, SCOVE Office
• January 26, 1993	Planning meeting, SCOVE Office
• February 1, 1993	Planning meeting, SCOVE Office
• February 9, 1993	California Plan Committee Meeting, San Francisco
• February 20, 1993	Needs Assessment planning meeting, SCOVE Office
• February 23, 1993	California Plan Committee Meeting, San Francisco
• March 13, 1993	Planning meeting, SCOVE Office
• March 23, 1993	California Plan Committee Meeting, San Francisco
• April 17, 1993	Planning meeting, SCOVE Office
• May 2, 1993	Needs Assessment planning meeting, SCOVE Office
• May 9, 1993	Needs Assessment planning meeting, SCOVE Office
• May 17, 1993	California Plan Executive Steering Committee Meeting, Renaissance Towers, 16th Floor Conference Room
• May 25, 1993	Planning meeting, SCOVE Office
• June 17, 1993	Needs Assessment planning meeting, Host Hotel, Sacramento
• July 13, 1993	Needs Assessment planning meeting, SCOVE Office

• September 11, 1993	Planning meeting, SCOVE Office
• September 15, 1993	California Plan Committee Meeting, Los Angeles
• October 6, 1993	California Plan Committee Meeting, Los Angeles
• October 27, 1993	Select Intersegmental Committee Meeting, Host Hotel, Sacramento
• November 1-2, 1993	State Committee of Practitioners Meeting, Los Angeles
• November 3-4, 1993	California Plan Committee Meeting, Los Angeles

State of California

DAVID MERTES
Chancellor

ROBERT RIVINIUS
President, Board of Governors

WILLIAM D. DAWSON
Acting Superintendent of Public Instruction

JOSEPH H. STEIN, JR.
President, State Board of Education

California Community Colleges
1107 Ninth Street
Sacramento, CA 95814-3607

California Department of Education
721 Capitol Mall; P.O. Box 944272
Sacramento, CA 94244-2720

November 8, 1993

TO: Richard Kelley, President, State Council on Vocational Education

FROM: Phoebe Helm, Vice Chancellor, Economic Development and Vocational Education, Chancellor's Office, California Community Colleges
(916) 445-0486

Susan Reese, Assistant Superintendent and State Director, Career-Vocational Education, California Department of Education
(916) 657-2532

SUBJECT: Request for Advice on the Development of the State Plan for Career-Vocational Education, 1994-1996

In September 1992, we began the process to develop the State Plan for Career-Vocational Education, 1994-1996. In this 14-month period, the State Council (SCOVE) has been an active participant in this process: SCOVE members and staff have helped to develop the California Plan Executive Committee concept and membership, determine its responsibilities, and convene its meetings. A Council member served on this Committee, and the Council's Executive Director and Assistant Director served as staff to the Committee.

Additionally, SCOVE members and/or staff have served on

- the California Plan Committee, as well as the ad hoc planning group that determined purpose, scope, and agendas for the Cal Plan meetings,
- the State Committee of Practitioners for Vocational Education, and
- the planning group that developed and analyzed the statewide needs assessment.

As indicated above, SCOVE members and staff have been actively involved throughout the Plan's developmental process, and we thank the Council for its strong support of our planning and data-gathering efforts.

Now that the needs assessment data has been thoroughly reviewed by over 100 field practitioners, including SCOVE members and staff, who also helped to develop statewide priorities for the 1994-96 State Plan, we are moving rapidly toward the May 1, 1994, submission date of the new Plan. As we begin to develop the Plan itself, we are formally requesting SCOVE's advice on the Plan development, as required in Section 112(d)(1).

We appreciate your support and look forward to receiving your suggestions by November 30 (note attached listing of State Plan development tasks and timelines).

c Sandy Beck, Executive Director, SCOVE ; Jim Becket, President, CAVE; Kay Turley, President, CAVA; Ed King, President, CAROC/P; Fred Critchfield, President, CCCAOE

California Department of Education
Chancellor's Office, California Community Colleges

Developmental Tasks and Projected Timelines for the California State Plan for Career-Vocational Education, 1994-1996

Developmental Tasks

• September 23, 1992	Planning meeting for California Plan Executive Steering Committee, Holiday Inn Capitol Plaza
• October 26, 1992	California Plan Executive Steering Committee Meeting, Governor's Office, State Capitol Building
• November 10, 1992	Planning meeting, SCOVE Office
• November 17, 1992	Planning meeting, SCOVE Office
• December 1, 1992	California Plan Executive Steering Committee Meeting, Senate Hearing Room, State Capitol Building
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• October 27, 1993	Select Intersegmental Committee Meeting, Host Hotel, Sacramento
• November 1-2, 1993	State Committee of Practitioners Meeting, Los Angeles
• November 3-4, 1993	California Plan Committee Meeting, Los Angeles

State Plan Timelines (Projected)

November 5-30, 1993	Weekly joint COCCC & CDE Project Management Team meetings to draft Plan
November 9 & 17, 1993	Status report on Needs Assessment and State Plan development to State Board of Education (SBE) and to Board of Governors (BOG) and ED/VE Committee
November 30, 1993	Draft of COCCC & CDE State Plan writing assignments due
December 1-31, 1993	First draft of State Plan generated
December 23, 1993	Newspaper ads for Statewide Public Hearings
January 7-10, 1994	First draft of State Plan mailed to districts, agencies, SJTCC, SCOVE, California Plan Committee & Executive Committee, State Committee of Practitioners, Consultation Groups, SBE, BOG, and other appropriate groups
January 12 & 13, 1994	Presentations on State Plan to SBE and to BOG and ED/VE Committee to prepare BOG to expect to take action on State Plan in March (and SBE, in April)
January 24-28, 1994	Statewide Public Hearings on the Draft State Plan
February 7, 1994	Revised Draft of State Plan to SBE, BOG, SCOVE, SJTCC, and California Plan Executive Committee
March 9-11, 1994	Presentation of State Plan to SBE for information and to BOG for action (BOG does not meet in April)
April 7, 1994	Presentation of State Plan to SBE for action
April 12-28, 1994	Final draft of State Plan mailed to BOG, SBE, SJTCC, SCOVE, and to U.S. Department of Education, Washington, DC

STATE OF CALIFORNIA PETE WILSON, Governor

CALIFORNIA STATE COUNCIL ON VOCATIONAL EDUCATION
501 S STREET, SUITE TWO
RAMENTO, CA 95814-6909
445-0698

November 29, 1993

TO: Phoebe Helm, Vice Chancellor, Economic Development and Vocational Education, Chancellor's Office, California Community Colleges

Susan Reese, Assistant Superintendent and State Director, Career Vocational Education, California Department of Education

FROM: Richard L. Kelley, President

RE: **Request for Advice on the Development of the State Plan for Career-Vocational Education, 1994-96**

Thank you for your memorandum dated November 8 requesting advice/suggestions on the State Plan development for 1994-96.

First, let me commend both of you for your fine leadership in assuring that an extensive statewide needs assessment was undertaken in California this year.

Some suggestions that the Council would like to make as you begin to develop the Plan include:

1. Since the Cal Plan Committee, Committee of Practitioners and other groups/individuals reviewed the needs assessment data, identified trends/issues, and prioritized needs, the Perkins Plan should describe how funds will be used to meet those identified needs.

2. Under Title II, Basic State Grants for Vocational Education, the amount of funds to be expended for Part A and Part B Programs (State Leadership, Programs for Single Parents, Displaced Homemakers, etc., Sex Equity Programs, and Programs for Criminal Offenders) should be identified. In addition, the goals, activities, and expected outcomes for each program should be listed for each funding category.

   For example, under State Leadership, professional development activities are an allowable expenditure. If the needs assessment data identified the need for teacher/administrator inservices, the Council would like to see the amount of funds allocated for professional development and the goals, activities, and expected outcomes for this expenditure.

The same procedure should be followed for Title III programs.

3. We would also encourage the Chancellor's Office and the California Department of Education to **jointly** write as many sections of the Plan as possible, For instance, in the current State Plan, the section on Sex Equity Programs describes the activities/projects for the California Department of Education and similarly for the Chancellor's Office. We would like to suggest the applicable sections of the Plan be written to reflect more collaborative and joint activities.

4. To make the Plan a more consistent, organized, and readable document, we would like to suggest that a standard format be devised and utilized by personnel who will be writing the Plan.

5. The Plan should include precise funding amounts for all Title II and III programs. The anticipated expenditures should be listed for the California Department of Education as well as the Chancellor's Office. Specifically, the Council would like the Plan to include the projected allocation to California and the amounts, by Title and Purpose, to be divided between the State Department of Education and the Chancellor's Office.

6. Lastly, we strongly encourage both agencies to follow the State Plan Guide and suggestions developed by the U.S. Department of Education.

On behalf of the Council, I thank you for this opportunity to provide input prior to the development of the Plan, and we look forward to reviewing the first draft. If we can assist you with the developmental process or other areas, please do not hesitate to contact our office.

State of California

DAVID MERTES
Chancellor

ROBERT RIVINIUS
President, Board of Governors

WILLIAM D. DAWSON
Acting Superintendent of Public Instruction

JOSEPH H. STEIN, JR.
President, State Board of Education

California Community Colleges
1107 Ninth Street
Sacramento, CA 95814-3607

California Department of Education
721 Capitol Mall; P.O. Box 944272
Sacramento, CA 94244-2720

December 6, 1993

TO: Richard Kelley, President, State Council on Vocational Education

FROM: Phoebe Helm, Vice-Chancellor, Economic Development and Vocational Education, Chancellor's Office, California Community Colleges
(916) 445-0486

Susan Reese, Assistant Superintendent and State Director, Career-Vocational Education, California Department of Education
(916) 657-2532

SUBJECT: Appreciation for State Council Advice on Development of the State Plan, 1994-1996

Thank you for your memorandum dated November 29, 1993, containing the Council's suggestions on the development of the State Plan for 1994-1996. We very much appreciate receiving the Council's suggestions in a timely manner that allows us to incorporate them in the writing of the Plan. We think you will be pleased to know our intention to do the following:

1. The funds will be used to address the statewide priorities established by three committees with input from over 300 persons following detailed analysis of the needs assessment data.

2. The amount of funds to be expended for each program will be listed by funding category. Also, goals, suggested activities and anticipated outcomes will be listed.

3. Staff members of the Chancelor's Office and the California Department of Education have worked closely in the development of the Plan, and many of the sections in the Plan are being jointly written.

4. The Plan is being written in a standardized format.

5. The percentage of funds dedicated to each agency in 1994-1996 will remain the same as in the current Plan (see attached). The latest information from Washington indicates that states should expect level funding for the next two years. However, should there be an increase or decrease in the funds available to California, each agency would continue to receive the same *percentage* of funds by each Title.

Also, it should be noted that the carryover funds will revert to the agency that generated the carryover. Finally, the inter-segmental field ad hoc committee convened last summer recommended that California seek a waiver for distribution of Section 232 funds, as was done for the current Plan. A copy of the waiver request is attached for your information.

6. The State Plan Guide is being carefully followed.

It is our intent that the first draft of the new State Plan be available to the Council, our districts, other agencies and interested parties about January 10. Five statewide public hearings are being scheduled for January 24-28 in the following areas: Los Angeles, Ontario, Fresno, Sacramento, and San Mateo.

Again, Richard, our thanks to you and Council staff for SCOVE's suggestions on the State Plan development. We also are very appreciative of the Council's strong support of the needs assessment and the State Plan planning and development processes.

attachment

c Sanford Beck, Executive Director, SCOVE

CAREER - VOCATIONAL EDUCATION

(P. L. 101-392)

CARL D. PERKINS VOCATIONAL & APPLIED TECHNOLOGY EDUCATION ACT OF 1990

FUNDING SPLIT BETWEEN COMMUNITY COLLEGES AND DEPARTMENT OF EDUCATION

PY 1993-94

9394GNT 02/11/94

PURPOSE	Total Grant CDE + CCC	CDE	CCC
TITLE II-BASIC STATE GRANTS	98,717,114	61.49% 60,702,982	38.51 38,014,132
TITLE I-PART B-SECTION 111 State Administration	5.00% 4,935,856	66.00% 3,257,665	34.00 1,678,191
TITLE II-PART A State Leadership	8.500% 8,390,955	51.00% 4,279,387	49.00 4,111,568
TITLE II-PART B-SUBPART 1 Single Parent/Displaced Homemaker	7.000% 6,910,198	50.00% 3,455,099	50.00 3,455,099
TITLE II-PART B-SUBPART 1 Elimination of Sex Bias/Sex Equity	3.500% 3,455,099	50.00% 1,727,550	50.00 1,727,549
TITLE II-PART B-SUBPART 2 Corrections Education	1.000% 987,171	50.00% 493,586	50.00 493,585
Subtotal	25.00% 24,679,279	53.54% 13,213,286	46.46 11,465,993
TITLE II-PART C-SUBPART 1 Secondary, Postsecondary, & Adult	75.00% 74,037,835	64.14% 47,489,696	35.86 26,548,139
TOTAL TITLE II	100.00% 98,717,114	61.49% 60,702,982	38.51 38,014,132
TITLE III-SPECIAL PROGRAMS			
PART A Community-Based Organizations	100.00% 1,206,944	50.00% 603,472	50.00 603,472
PART B Consumer & Homemaking Education (6% Administration)	100.00% 3,438,439	75.00% 2,578,829 (154,730 ADM)	25.00 859,610 (51,577 ADM)
PART E Technical-Preparation Education	100.00% 10,860,351	23.87% 2,592,366	76.13 8,267,985
TOTAL TITLE III	15,505,734	5,774,667	9,731,067
TOTAL OF ALL TITLES	114,222,848 100.00%	66,477,649 58.20%	47,745,199 41.80

California Department of Education
Chancellor's Office, California Community Colleges

State Council Participation in the Planning and Developmental Tasks for the California Statewide Needs Assessment and the State Plan for the Carl D. Perkins Vocational and Applied Technology Education Act Funds, 1994-1996

• September 23, 1992	Planning meeting for California Plan Executive Steering Committee, Holiday Inn Capitol Plaza
• October 26, 1992	California Plan Executive Steering Committee Meeting, Governor's Office, State Capitol Building
• November 10, 1992	Planning meeting, SCOVE Office
• November 17, 1992	Planning meeting, SCOVE Office
• December 1, 1992	California Plan Executive Steering Committee Meeting, Senate Hearing Room, State Capitol Building
• January 15, 1993	Planning meeting, SCOVE Office
• January 26, 1993	Planning meeting, SCOVE Office
• February 1, 1993	Planning meeting, SCOVE Office
• February 9, 1993	California Plan Committee Meeting, San Francisco
• February 20, 1993	Needs Assessment planning meeting, SCOVE Office
• February 23, 1993	California Plan Committee Meeting, San Francisco
• March 13, 1993	Planning meeting, SCOVE Office
• March 23, 1993	California Plan Committee Meeting, San Francisco
• April 17, 1993	Planning meeting, SCOVE Office
• May 2, 1993	Needs Assessment planning meeting, SCOVE Office
• May 9, 1993	Needs Assessment planning meeting, SCOVE Office
• May 17, 1993	California Plan Executive Steering Committee Meeting, Renaissance Towers, 16th Floor Conference Room
• May 25, 1993	Planning meeting, SCOVE Office
• June 17, 1993	Needs Assessment planning meeting, Host Hotel, Sacramento
• July 13, 1993	Needs Assessment planning meeting, SCOVE Office

• September 11, 1993	Planning meeting, SCOVE Office
• September 15, 1993	California Plan Committee Meeting, Los Angeles
• October 6, 1993	California Plan Committee Meeting, Los Angeles
• October 27, 1993	Select Intersegmental Committee Meeting, Host Hotel, Sacramento
• November 1-2, 1993	State Committee of Practitioners Meeting, Los Angeles
• November 3-4, 1993	California Plan Committee Meeting, Los Angeles

Appendix 2

Letter To Request Waiver Of Section 232 Funds

State of California

DAVID MERTES
Chancellor

ROBERT RIVINIUS
President, Board of Governors

WILLIAM D. DAWSON
Acting Superintendent of Public Instruction

JOSEPH H. STEIN, JR.
President, State Board of Education

California Community Colleges
1107 Ninth Street
Sacramento, CA 95814-3607

California Department of Education
721 Capitol Mall; P.O. Box 944272
Sacramento, CA 94244-2720

December 6, 1993

Ronald Castaldi
Division of Vocational-Technical Education
Office of Vocational and Adult Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC

Dear Ron:

We are pleased to tell you that California is well along in the process to develop a new State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds, 1994-1996. We have conducted an extensive statewide needs assessment; and, with the assistance of over 300 individuals from education, the State Council (SCOVE), the State Job Training and Coordinating Council (SJTCC), labor, industry and the community, we have analyzed the data from the assessment and established statewide priorities for use of the Perkins funds for the next two years.

As part of the State Plan development process, we are, of course, looking at the split of funds between secondary and post-secondary programs. In this effort, we have convened an intersegmental field ad hoc committee to advise us. It was the unanimous recommendation of the field committee to re-apply for a waiver for distributing post-secondary and adult vocational programs (Section 232) funds. The attached waiver request contains only minor refinements from the original request which you approved for our 1991-1994 State Plan.

It is our intention to include this process for distributing Section 232 funds in our new State Plan for 1994-1996. Accordingly, SCOVE and SJTCC will be reviewing and commenting on the entire Plan; public hearing input on the Plan will be obtained at the five statewide hearings that have been scheduled for the week of January 24. State Board of Education and Board of Governors' approval of this waiver request will occur as part of the entire State Plan approval process in March and April.

You indicated at last spring's U.S.D.E. workshop on the State Plan and Needs Assessment that waiver requests should be submitted *in advance* of the May 1 due date for State Plan submission. Accordingly, we are requesting your consideration of California's waiver request at this time.

Please let us know if you have questions or recommendations on either the waiver request itself or on our proposed process for review and approval. We appreciate very much your stated willingness to review and advise on issues related to State Plan development in advance of the submission of the completed Plan.

We look forward to hearing from you soon on this waiver request.

Sincerely,

Susan Reese

Susan Reese
Assistant Superintendent and
State Director
Career-Vocational Education Division
(916) 657-2532

Phoebe K. Helm

Phoebe K. Helm
Vice-Chancellor, Economic Development
and Vocational Education
Chancellor's Office, California
Community Colleges
(916) 445-0486

attachment

c Sanford Beck, Executive Director, State Council on Vocational Education
Dean Smith, Executive Director, State Job Training and Coordinating Council

CALIFORNIA DEPARTMENT OF EDUCATION
CHANCELLOR'S OFFICE, CALIFORNIA COMMUNITY COLLEGES

1994-1996

Waiver Request for Distributing Postsecondary and Adult Program (Section 232) Funds

California is seeking a waiver for the formula to distribute the Section 232 funds. The Section 232 formula is based on an unduplicated count of adults who are:

1. economically disadvantaged,
2. attending the school/college, and
3. enrolled in a vocational education course.

To determine economic disadvantagement status, the following criteria will be used:

1. Board of Governors Grant (BOGG)
2. Pell Grant
3. Greater Avenues for Independence (GAIN/JOBS)
4. Job Training Partnership Act (JTPA)
5. Social Security Insurance (SSI)
6. Aid to Families with Dependent Children (AFDC)
7. General Assistance
8. An adult who is eligible for economic public assistance or student fund aid or an annual income level below $7,500 for single persons or $15,000 per couple with $1,000 additional per independent child

In order to implement a single formula that can be applied to adult vocational programs, ROC/Ps, and community colleges, data reflecting the number of individuals who meet the above formula waiver criteria will be collected. Data from the periods of July 1 through June 30 of 1992-93 and 1993-94 will be used to report the number of adult enrollments meeting the above formula waiver criteria for the years of 1994-95 and 1995-96, respectively.

Third-party verified data is preferable, but a district may report those adults who have been identified by self-declaration as meeting one or more of the formula criteria. Eligible recipients are required to maintain auditable records of student eligibility for five years.

The proposed criteria and process for distribution of Section 232 funds is described below. Using data from July 1 through June 30 of 1992-93 and 1993-94, the

California Department of Education and the Chancellor's Office of the California Community Colleges will:

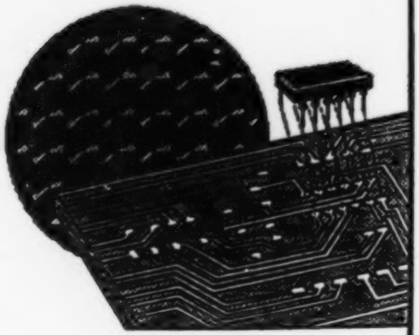
1. determine the total number of eligible enrollees (unduplicated economically disadvantaged adult enrollees in vocational education courses) reported by ROC/Ps, adult schools, and community colleges;
2. determine the relationship by the percentage each district has to the state total of qualified enrollees;
3. compute a fiscal unit rate per qualified enrollee;
4. determine each district's allocation from the unit rate and the district's relationship to the state total of qualified enrollees;
5. rank order all districts according to the number of qualified enrollees;
6. run the formula and delete any district that would not receive at least $50,000; and
7. re-run the formula using the remaining districts.

Appendix 3

Local Plan/Application And Assurances

A Planning Handbook:
Developing the
Local Plan/Application

Carl D. Perkins Vocational & Applied
Technology Education Act Funds
1994-1996



California Department of Education
Spring 1994

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APPENDIX

A Planning Handbook for Developing the Local Plan/Application for Carl D. Perkins Vocational and Applied Technology Education Act Funds,
1994-1996

Overview of Perkins Act

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 [P.L. 101-392] authorizes Federal assistance to secondary, postsecondary and adult vocational education programs, 1991-1996. Although this Act continues to provide funding for *program improvement,* the current Perkins Act is vastly different from the Federal vocational education acts that preceded it.

Among the major changes unique to this Act is the requirement for local education agencies (LEAs) to ***target funds to a limited number of sites OR to a limited number of program areas,*** with priority given to sites or program areas that serve the highest concentration of ***special populations students.**** Additionally, LEAs must use their funds to:

- Provide vocational education in programs that are of ***such size, scope, and quality as to be effective.***
- ***Integrate academic and vocational education*** in such programs ***through coherent sequences of courses*** so that students achieve both academic and occupational competencies.
- Provide ***full and equitable participation*** in such programs ***for special populations students.***

* ***The Perkins Act defines special populations students as "individuals with disabilities, educationally and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions."***

Purpose of the Perkins Act

> ***"It is the purpose of this Act to make the United States more competitive in the world economy by developing more fully the academic and occupational skill of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic, occupational, training, and re-training skill competencies needed to work in a technologically advanced society."***

Distribution of Perkins Funds

This Act changes significantly the methods by which Federal funds are allocated to states and local education agencies. A summary of the provisions regarding distribution of funds is provided below.

Title II, Basic State Grants for Vocational Education: Eligible recipients may only use funds for program improvement purposes, with the full participation of special populations students. Priority for use of funds must be given to sites or programs that serve the highest concentrations of special populations students.

1. *Seventy-five percent of all Title II funds are directed to Part C purposes (secondary, postsecondary, and adult vocational education programs).* These funds are distributed by allocation to LEAs. The remaining Title II funds are directed as follows:

   - State Administration - 5%
   - State Leadership - 8.5%
   - Corrections - 1%
   - Equity - 10.5%, as follows:
     - a) No less than 7% for Single Parents, Displaced Homemakers and Single Pregnant Women
     - b) No less than 3% for Sex Equity
     - c) A .5% "float" is allowed between the two categories

2. Based on the recommendation of a vocational education field committee, the State Board of Education determined that *Title IIC funds would be divided between vocational education programs serving secondary school students (Section 231 of the Act) and vocational education programs serving postsecondary and adult students (Section 232 of the Act), based on comparative enrollments.* As a result, programs serving secondary school students currently receive 42% of these funds, and programs serving postsecondary and adult students receive 58% of the funds.

3. The *formula and criteria for the distribution of Section 231 funds (for secondary school allocations)* are established in the Act. Grants of not less than $15,000 are allocated to eligible recipients as follows:

   - 70% of the allocation is based on the ESEA, Chapter 1, funds received by the LEA
   - 20% is based on the number of LEA students with handicaps who have individualized education programs
   - 10% is based on the LEA's K-12 enrollments and the number of adults enrolled in vocational education programs

   In order to meet the minimum grant requirement of $15,000, an LEA may enter into a consortium with other LEA(s) OR may apply for a waiver if both of the following provisions are met: a) The LEA is located in a rural, sparsely populated area and b) the LEA can demonstrate its inability to enter into a consortium.

4. This State has received a ***waiver from the Act's required distribution of Section 232 funds to programs serving postsecondary and adult students via proportion of Pell Grant recipients.*** Instead, California has received permission to ***distribute Section 232 funds based on an unduplicated count of adults*** who are:

   - Economically disadvantaged
   - Attending the school/college
   - Enrolled in a vocational education course

   Additionally, ***beginning in the 1994-95 school year, the Act permits allocations to consortia for postsecondary and adult programs under Section 232.*** To be eligible for funding, a postsecondary consortium will be required to operate joint programs that provide services to all postsecondary institutions participating in the consortium. These programs will have to be of sufficient size, scope, and quality to be effective and will have to fulfill the other appplicable requirements of Section 235 of the Act.

5. Unlike previous vocational education acts, the current Perkins Act does not require local recipients to match program costs with local funds or to set aside funds exclusively for the use of certain programs or student populations.

Title III, Part B, funding for *Consumer and Homemaking Education (CHE) programs:* The California Department of Education will distribute 75 percent of Title IIIB funds on an allocation formula based on the LEA's:

- AFDC count - 35%
- Handicapped enrollments - 15%
- CHE enrollments, grades 9-12, compared to statewide CHE enrollments - 25%
- CHE enrollments, grades 9-12, compared to total district enrollments - 25%

An additional 15% of the CHE Federal grant award will be used to fund and conduct projects with eligible recipients to provide statewide services and activities, including professional development, curriculum development and technical assistance.

Requirements for State and Local Administration of the Perkins Act

Under the current five-year Perkins Act, States are required to develop a three-year State Plan (for 1991-1994) and a two-year State Plan (for the last two years of the Act, 1994-1996). Similarly, eligible recipients are required to develop a local plan/application to cover the same time period as the State Plan. Since the State has just completed development of the two-year State Plan for 1994-1996, ***all eligible recipients must complete a new two-year local plan/application for 1994-1996.*** Other administrative requirements are summarized below:

1. At the beginning of each State Plan cycle, States are required to conduct a comprehensive assessment of the quality of vocational education programs using measurable objective criteria. The results of the assessment form the basis for development

of the new State Plan. Additionally, States have been instructed by the U.S. Department of Education to establish statewide priorities for funding under the State Plan based on results of the needs assessment.

2. Local education agencies (LEAs) desiring to participate in Perkins Act funding are required to:

   - Provide broad assurances that members of special populations will be given equal access to vocational education programs and receive the supplementary services necessary to succeed in the programs and activities assisted with the funds.

   - Give priority for funding assistance to limited sites or program areas that serve the highest concentration of special population students.

   - Use no more than 5 percent of the funds for administrative costs.

   - Offer coherent sequences of courses (in programs leading to job preparation) which develop competencies in higher-order reasoning and problem-solving skills, and which integrate academic and occupational disciplines so that participating students are able to achieve both academic and occupational competencies.

   - Extend the scope and effectiveness of programs assisted with the funds through improved partnerships with industry; articulation with advanced training programs; coordination with relevant programs conducted under the Job Training Partnership Act, Private Industry Councils, and community-based organizations; and consultation with parents and students of special populations.

   - Annually evaluate the effectiveness of the programs, services, and activities assisted with the funds.

Perkins Act Mandates
Affecting Local Plans/Applications

Mandates related to the content and emphases of local plans/applications are provided in the various sections of the Perkins Act, as well as in the statewide priorities presented in the California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds, 1994-1996. A summary of the mandates is provided below.

Section 117(a)

This section requires *each recipient of Title IIC funds to annually evaluate the effectiveness of programs assisted with Perkins Act funds.* Included in this annual evaluation are the following requirements:

- Implementation of the statewide *system of core measures and standards* of performance for secondary and postsecondary vocational education programs.
- Review of the program(s) with full and informed participation of representatives of special populations to *identify and adopt strategies to overcome barriers to special populations students' access or success in vocational education programs.*
- *Evaluation of the progress of special populations students* in programs assisted under the Act.
- *Evaluation of the progress of programs* towards providing vocational education students with strong experience in and understanding of *all aspects of the industry** the students are preparing to enter.

  * *The Perkins Act defines "all aspects of the industry" as planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety, and environmental issues related to that industry.*

A summary of Section 117(a) and a copy of the core measures and standards are provided in the Appendix.

Section 118(b)(c)

This section requires local education agencies to provide information, prior to grade 9--and, to the extent practicable, in a language and form that the parents and students understand--to special populations students and their parents on:

- Opportunities available in vocational education
- Enrollment eligibility requirements for such programs
- Specific courses that are available
- Special services that are available
- Employment opportunities
- Placement

Section 118 of the Act also requires eligible recipients to provide assurances that:

- Special populations students shall be assisted to enter vocational education programs and, with respect to students with handicaps, shall be assisted to fulfill the transitional services requirements of Section 626 of the Education of the Handicapped Act.
- The special needs of students participating in funded programs shall be assessed with respect to their successful completion of the vocational education program in the most integrated setting possible.
- Supplementary services shall be provided to special populations students, including, with respect to individuals with handicaps: a) curriculum modification, b) equipment modification, c) classroom modification, d) supportive personnel, and 3) instructional aids and devices.
- Counseling and instructional services shall be provided to facilitate the transition from school to post-school employment and career opportunities.

A complete summary of Section 118(b) and (c) is provided in the Appendix.

Section 235(a)(b)(c)

This section provides the general authority and requirements for uses of funds under Title II, Part C, including the ***requirement to use funds to improve vocational education programs, with the full participation of individuals who are members of special populations, at a limited number of sites or with respect to a limited number of programs***. Other requirements are to use the Title II, Part C, funds to provide vocational education programs that:

- Are of such ***size, scope, and quality as to be effective.***
- ***Integrate academic and vocational education*** in such programs ***through coherent sequences of courses*** so that students achieve both academic and occupational competencies.
- Provide ***equitable participation in such programs for special populations students,*** consistent with the assurances and requirements in Section 118.

A complete copy of Section 235 is provided in the Appendix.

Section 240

This section lists ***14 criteria which must be addressed in the local plan/application.*** Section 240 is summarized below; a complete copy is provided in the Appendix.

- Describe programs to be funded and how funds will be used to meet requirements of Section 235, uses of funds.
- Describe how the needs of special populations students will be assessed and how planned use of funds will meet such needs.

- Report on the number of individuals in each special populations group.
- Describe affirmative outreach and recruitment efforts to provide access to economically disadvantaged students, students with handicaps, and limited English proficient students.
- Provide assurances that funded programs shall be carried out according to criteria for programs for each special population.
- Describe program evaluation standards used to measure progress.
- Describe methods to be used to coordinate vocational education services with relevant programs conducted under JTPA...in order to avoid duplication and to expand the range of and accessibility to vocational education services.
- Describe methods used to develop programs in consultation with parents and students of special populations.
- Describe coordination with community-based organizations.
- Consider demonstrated occupational needs of the area in assisting funded programs.
- Describe how academic and vocational curriculum will be integrated through coherent sequences of courses leading to a job skill, so that students achieve both academic and occupational competency.
- Provide assurances that vocational education programs will be provided that: a) encourage students through counseling to pursue such coherent sequences of courses; b) assist students who are economically disadvantaged, students of limited English proficiency, and students with handicaps to succeed through supportive services; c) are of such size, scope and quality as to bring about improvement in the quality of education offered by the school; and d) seek to cooperate with the sex equity program.
- Provide sufficient information to the State to enable it to comply with provisions of Section 231(d) regarding allocations to area vocational education schools.
- Describe how provision of vocational education will be monitored for special popuations students.

Sections 311 and 312

These sections describe ***requirements and uses of funds under Title III, Part B, Consumer and Homemaking Education programs.*** Complete copies of both sections are provided in the Appendix; a summary is provided below:

- These sections describe the instructional programs, services, and activities that prepare youth and adults for the occupation of homemaking.

- Grants under this part shall be used to conduct programs for residents of economically depressed areas; to encourage participation of traditionally underserved populations; to encourage the elimination of sex bias and sex stereotyping; to improve, expand, and update programs described above; and to address priorities at local, State, and national levels.
- Grants may be used for program development and improvement of instruction and curricula in a number of specified areas and for support services and activities to ensure the quality and effectiveness of such programs.
- Not less than one-third of the funds under this section of the Act shall be expended in economically depressed areas or areas having high rates of unemployment for programs designed to assist consumers and to help improve home environments and the quality of family life.

Statewide Priorities for Funding: Implications for the Local Plan/Application

Statewide Needs Assessment

One of the significant changes in the current Perkins Act from previous vocational education acts is the ***requirement for States to conduct a comprehensive needs assessment of the quality of its vocational education programs*** using measurable criteria. The needs assessment must be conducted prior to development of the State Plan, so that results of the assessment can be used to guide both uses of funds and proposed activities in the new Plan. Moreover, the U.S. Department of Education has informed States that ***results of the needs assessment must be used to establish priorities for use of funds to guide all statewide efforts and activities for the life of the State Plan.***

The Act cites 14 factors that States must assess in meeting this requirement. California conducted its needs assessment beginning in spring 1993 and concluding in the fall. In addition to the required 14 factors, over 600 reports and documents were collected and analyzed on topics dealing with various vocational education issues, such as school-to-work transition, occupational outlooks, academic and vocational education integration, workforce needs, workplace competencies, job readiness, and technology changes.

Nearly 200 individuals assisted in the process to develop the needs assessment by defining terms and identifying the measurable criteria to assess the State's progress in meeting the 14 factors. Over 3,000 surveys were mailed to faculty and administrators, current students and program graduates, and to employers of vocational education graduates. Some 1,700 responses were received from individuals representing every vocational education program segment: High schools, Regional Occupational Centers/Programs, adult education, community colleges, and correctional institutions.

Once the assessment was concluded, nearly 300 individuals representing some 50 professional associations and teachers, administrators, counselors, employers, parents, students, and others--from every program segment and all regions of the state--helped to analyze the data.

Three separate committees, working independently, analyzed the data, looked for trends, drew conclusions, and then ***made recommendations for the top priority needs to be addressed in the 1994-1996 State Plan***. The findings and recommended priorities from each of these three independent groups were nearly identical. These recommendations resulted in determination of the three overarching statewide priorities for 1994-1996 that are described below. Additionally, at the request of the California Plan Committee, ***an introductory paragraph was developed to describe the significance of the statewide priorities.***

Statewide Priorities for 1994-1996

The California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds: 1994-1996 is being developed as part of a broader statewide vision that promotes economic development in California through a competitive and competent workforce, as well as a balanced work and family life, and improved collaboration and coordination among education, industry, labor, and the community. Based on an extensive process of review, analysis, and comment on the statewide needs assessment data by field practitioners, educators, counselors, employers, parents, students, and members of business, industry, labor, and the community, recommendations for priorities for the 1994-1996 State Plan have been developed. These equally important recommendations are the basis for the State Plan priorities below.

1. **Integration and Sequencing of Academic and Vocational Education Curriculum**

   - Integrate academic and vocational education curriculum.
   - Sequence courses of study that lead to attainment of both academic and occupational competencies.
   - Increase linkages between secondary and postsecondary educational institutions, academic and vocational educators, and among education, business, industry, labor, and the community.

2. **Curriculum and Program Strategies Reflecting Workplace Needs**

   - Increase student work skill attainment and job placement.
   - Enhance the relevance of vocational programs to the workplace and to the occupations for which students are being trained.
   - Promote the development and use of curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skill attainment.
   - Provide vocational students with experience in, and understanding of, all aspects of the industry the students are preparing to enter.

3. **Instructional and Support Services Responsive to the Needs of Students Who are Members of Special Populations**

   - Increase access and retention in improved vocational education programs.
   - Provide needed support services, with increased emphasis on guidance and counseling and placement and transitional services.
   - Monitor successful course and program completion.

Implications of Statewide Priorities to the Development of the Local Plan/Application

Congress has sent a clear message to states that it wants to see real progress in exchange for the billions of dollars it is spending on vocational education through the Perkins Act. By establishing statewide priorities for funding, and by requiring that all activities, efforts, and plans over the next two years address these priorities, we in California should be able to document substantial progress towards meeting these mandates over the next two years.

The *three priorities are equally important* and not listed in any particular order. These three priorities will drive all uses of Perkins Act funds over the next two years. *Recipients of Perkins funds from all program segments*--secondary and postsecondary--*must describe in the local plan/application how their proposed use of funds will address all three priorities.*

While specific implementation activities of the statewide priorities will differ from one local education agency to another, based on where vocational education programs are in relation to these three priorities, the following suggestions and questions may be helpful as you develop your local plan/application for 1994-1996:

- *Implementation of the priorities will require shared planning and collaboration with others*--with other program segments, such as high schools, adult education, Regional Occupational Centers/Programs and/or community colleges; as well as with academic educators and counselors; with representatives of business, industry, and labor; and with representatives of special populations groups.
- Think first of *what you want to accomplish*--and then *how you plan to do it.* For example, if you intend to link or articulate all your programs with those operated by another program segment--high school, ROC/P, adult education, and/or community colleges--will you accomplish this by means of jointly planned professional development activities, joint intersegmental advisory committees, formal articulation agreements, team teaching, joint curriculum development projects, or via some other collaborative means?
- *What will be different for students* as a result of your planning to implement the three priorities? *How will your expenditures make your courses more relevant to the workplace*? *What will happen* in every single course that is part of a vocational sequence *to foster students' skills in critical thinking, problem solving, leadership, and academic attainment*?
- How do you plan to *document that special populations students have increased access to and retention in improved vocational education programs*?
- *Who will you involve* over the next few months *in discussions and shared planning to develop your local plan/application*? How do you plan to get input on the plan from teachers and counselors, administrators, parents, employers, and representatives of special populations groups--Chapter I, bilingual education, special education, and gender equity? (Remember that representatives of special populations groups must sign off on your local plan/application.)

Instructions for Developing the Local Plan: 1994-1996

Local education agencies (LEAs) desiring to participate in 1994-1996 Title IIC Perkins Act funding for vocational education programs serving either secondary students (Section 231 funding) or postsecondary students (Section 232 funding) and/or Title IIIB funding for Consumer and Homemaking Education programs must develop a two-year local plan for program improvement.

- *The local plan must cover the same time period as the State Plan: July 1, 1994, to June 30, 1996.*
- *The local plan must consist of a coherent, straight-forward narrative that addresses Perkins Act mandates and the three statewide priorities established in the State Plan, statements of assurances, and required forms.*
- *The narrative portion of the local plan must not exceed 15 pages.*

LEAs are encouraged to use these requirements as the foundation on which to develop a two-year plan that clearly addresses locally determined needs of the targeted sites or programs. Additionally, LEAs are strongly encouraged to involve vocational education and academic teachers and administrators, guidance personnel, representatives of special populations groups, employers, and representatives of other local area program segments (high schools, adult education, Regional Occupational Centers/Programs, and/or community colleges) in the development of the local plan.

In accordance with Section 240 of the Perkins Act and the California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds: 1994-1996, the local plan narrative must address all of the following components. [NOTE: The following components pertain only to requirements for Title IIC funding, unless Title IIIB is specifically mentioned.]

Section 1. Integration and Sequencing of Academic and Vocational Education Curriculum

A. Describe the vocational education programs to be funded by Title IIC and Title IIIB.

B. Describe how Title IIC and Title IIIB funds (and, if desired, how funds from other resources, such as professional development, School Improvement, Chapter I, and others) will be used to improve these programs by providing vocational education in programs that integrate academic and vocational education through coherent sequences of courses so that students achieve both academic and occupational competencies. Summarize progress to date in achieving academic and vocational education integration, and describe planned activities to improve progress in this area. Response may address activities such as staff development, curriculum development, collaborative program planning and implementation, team teaching, and shared facility and equipment use.

C. For each program receiving Title IIC or Title IIIB funds, attach a listing of the academic and vocational courses that comprise the recommended sequence of courses.

D. Describe how Title IIC funds (and, if desired, how funds from other resources) will be used to improve these programs by providing vocational education in programs that are of *such size, scope, and quality as to be effective* and *to bring about improvement in the quality of education* offered by the school.

E. Describe how students are being *encouraged through counseling to pursue the coherent sequence of courses* in the program area of their interest.

F. Describe how Title IIC and Title IIIB funds (and, if desired, how funds from other resources) will be used to increase linkages between secondary and postsecondary educational institutions; academic and vocational educators; and among education, business, industry, labor, and the community. Summarize progress made to date in developing formal written articulation agreements to structure "tech prep" course sequences in grades 11-14; indicate plans to improve/expand progress in implementing tech prep programs.

Section 2. Curriculum and Program Strategies Reflecting Workplace Needs

A. Describe how the occupational needs of the area were considered in identifying the programs to be assisted with Perkins Act funds.

B. Describe methods to be used to coordinate vocational education services with relevant programs conducted under the Job Training Partnership Act, including cooperative arrangements established with private industry councils and community-based organizations, in order to avoid duplication and to expand the range of and accessibility to vocational services.

C. Describe the planned use of Title IIC funds (and, if desired, funds from other resources) to accomplish the following improvements in "targeted" programs:

(1) Enhanced relevance of the programs to the workplace and to the occupations for which students are being trained.

(2) Development and use of curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skill attainment.

(3) Provision to vocational education students of strong experience in, and understanding of, *all aspects of the industry** the students are preparing to enter.

* *All aspects of the industry includes, with respect to a particular industry that a student is preparing to enter, planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety, and environmental issues related to that industry.*

Section 3. Instructional and Support Services Responsive to the Needs of Students who are Members of Special Populations

A. Describe the extent to which the funded programs provide full and equitable participation of individuals who are members of special populations, at a limited number of sites or program areas.

B. Describe the manner in which priority for funding was determined, based on sites or programs that serve the highest concentrations of special populations students. Attach the appropriate matrix form ("Targeting by Site" OR "Targeting by Program") to justify the selection of sites or programs to be targeted for improvement with Title IIC funds.

C. Provide enrollment data for each of the special populations students in the funded ("targeted") vocational education programs in the district, or, as appropriate, in Regional Occupational Centers/Programs or adult education programs.

D. Describe how the needs of individuals who are members of special populations groups will be assessed and the planned use of funds to meet such needs.

E. Describe the affirmative outreach and recruitment efforts to be used to provide access to programs of good quality to students who are economically disadvantaged (including foster children), students with handicaps, and students of limited English proficiency.

F. Describe methods used to develop vocational education programs in consultation with parents and students of special populations.

G. Provide a statement of assurances that programs receiving Title IIC funds shall be carried out acording to the following requirements of Section 118 and in accordance with Sections 612, 614, and 615 of the Individuals with Disabilities Education Act (I.D.E.A.):

(1) Students who are members of special populations will be assisted to enter vocational education programs, and, with respect to students with handicaps, assisted in fulfilling the transitional service requirements of Section 626 of the Education of the Handicapped Act. Students with disabilities who have individualized education programs under Section 614(a)(5) of the I.D.E.A., with respect to

vocational education programs, will be afforded the rights and protections guaranteed those students under Sections 612, 614, and 615 of the I.D.E.A.

(2) The special needs of students participating in funded programs will be assessed with respect to their successful completion of the vocational education program in the most integrated setting possible.

(3) Students who are members of special populations will be assisted to succeed in vocational education programs through provision of supplementary services, such as counseling, English language instruction, child care, and special aids. With respect to individuals with handicaps, the supplementary services include (a) curriculum modification, (b) equipment modification, (c) classroom modification, (d) supportive personnel, and (e) instructional aids and devices.

(4) Guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provisions of such special services will be provided.

(5) Counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities will be provided.

H. Describe how the provision of vocational education to individuals who are members of special populations will be monitored.

I. Describe the process used to inform students who are members of special populations and their parents, prior to the beginning of grade 9--and, to the extent practicable, in a language and form that the parents and students understand--about the following: (1) opportunities available in vocational education, (2) requirements for eligibility for enrollment in these programs, (3) the specific courses that are available, (4) special services that are available, (5) employment opportunities, and (6) placement.

J. Describe how funded vocational education programs cooperate with the sex equity program requirements of the Perkins Act. [Note: See Appendix for a listing of the gender equity requirements of the Act.]

K. Provide a statement of assurances that the eligible recipient will provide students enrolled in private schools with an opportunity for participation in vocational education programs and services that are funded with Perkins Act funds. [NOTE: This requirement pertains only to LEAs applying for Section 231 funds.]

Section 4. Data Collection, Assessment, and Program Evaluation

A. Describe the annual evaluation of funded programs through implementation of the statewide core measures and standards and through any other program evaluation standards used to measure progress.

B. Describe plans to increase the participation of representatives of business, industry, and labor in planning, implementing, and evaluating funded programs.

C. Describe how increased student work skill attainment and job placement will be evaluated.

D. Provide data that reflects access of special populations students to vocational education programs assisted with Title IIC funds as follows: Provide the "percent of total" data on special populations student enrollments *in vocational education programs* and the "percent of total" data on special populations student enrollments *in the district, Regional Occupational Center/Program (ROC/P), or adult school,* as appropriate. If the comparative data reflects the "percent of total" enrollment of special populations students in the vocational education programs is *less* than the "percent of total" enrollment in the district, ROC/P, or adult school, describe strategies which will correct the imbalance or explain why the imbalance cannot be corrected.

E. Describe the results of the last year's annual program evaluation, as required in Section 117(a), including:

(1) Any strategies deemed necessary to overcome barriers which have resulted in *lower rates of access* to vocational education programs *or success* in such programs for individuals who are members of special populations.

(2) The progress of individuals who are members of special populations in vocational education programs assisted under the Act. Provide data on the *number* of special populations students participating in and completing such vocational education programs. Provide data on the *percentage* of such students who successfully transitioned from vocational education programs to employment, higher education, to additional training, or enter the military.

(3) The progress of vocational education programs assisted under this Act in providing vocational education students with strong experience in and understanding of *all aspects of the industry* the students are preparing to enter. Describe any planned program changes necessary to ensure that program instruction in *all aspects of the industry* is integral to all assisted programs by the end of the two-year period covered by this local plan.

F. Provide a statement of assurances that sufficient information and data will be provided to the State to enable the State to comply with Federal reporting requirements for the Annual Performance Report (the "End-of-Year Report") and with provisions of Section 231(d) regarding determination of eligibility of area vocational schools for Section 231 funding. (The latter requires data on the percentage of (1) students with handicaps, and (2) students who are economically disadvantaged, who attend secondary schools under the jurisdiction of all of the local educational agencies sending students to a Regional Occupational Center/Program (which may be considered to be an "area vocational school"). Names of the secondary schools and the name of the local ROC/P must be provided. [NOTE: All recipients of Title II and Title III funds must submit the End-of-Year Report. The statement of assurances regarding data to meet provisions of Section 231(d) pertains only to LEAs applying for Section 231 funds.]

Section 5. Title IIIB, Consumer and Homemaking Education

A. Describe the extent to which the Consumer and Homemaking Education programs to be assisted with Title IIIB funds address the following required uses of funds through instruction in the seven content areas*:

(1) Release time and expenses to participate in a minimum of one CDE-sponsored Home Economics subject matter project workshop, institute or conference.

(2) Expenditures for books and supplies.

(3) Release time or stipend for curriculum development and/or for professional development activities related to curriculum development and implementation.

(4) Support for Future Homemakers of America-Home Economics Related Occupations (FHA-HERO) activities.

* *The seven CHE content areas are food and nutrition, individual and family health, consumer education, family living and parenthood education, child development and guidance, housing and home management (including resource management), and clothing and textiles.*

B. Describe the planned use of Title IIIB funds (and, if desired, funds from other resources) to accomplish the development and use of curiculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skill attainment.

C. Describe how the needs of individuals who are residents of economically depressed areas will be served and describe the planned use of Title IIIB funds to meet the needs of these students.

D. Describe the composition, use, and meeting frequency of the CHE advisory committee.

E. Describe progress to date and plans to provide a CHE program that:

(1) Offers instruction in the Home Economics Education career paths.

(2) Provides strategies for assisting students to balance work and family responsibilities.

(3) Addresses one or more of the following through instruction in the content area: (a) balancing home and work responsibilities; (b) strengthening family life and parenting skills, including addressing issues of family violence and child abuse; (c) assisting aging and at-risk populations; (d) parenting/teenage pregnancy; (e) improving child and family nutrition and wellness; (f) managing individual and family resources; (g) understanding the impact of new technology on life and work; and (h) transferring CHE skills to jobs and careers.

Listing of Items in Local Plan/Application for Perkins Act Funding, 1994-1996

The Local Application for Carl D. Perkins Vocational and Applied Technology Education Act Funds, 1994-1996, consists of the following items *in the order listed*:

1. Vocational Education Application for Funding (CDE 100)
   NOTE: Annual Local Education Agency (LEA) Board approval is required; date of Board approval must be listed. An original signature is required on this form.
2. Allocation Document (VE-1)
3. Separate Budget/Expenditure Schedules for Title II, Part C, and Title III, Part B, funds (CDE 101-A)
4. Application Sign-Off Form for Representatives for Special Populations
5. Statements of Assurance of Compliance:
   - Section 117(a), Annual Program Evaluation
   - Section 118(c), Services and Activities for Individuals who are Members of Special Populations
   - End-of-Year Report of Data

   These additional assurances are also required from applicants for Section 231 funds:

   - Section 113(b)(3)(D), Participation of Individuals who are Members of Special Populations Enrolled in Private Secondary Schools in Vocational Education Programs Assisted with Section 231 Funds
   - Section 240(13), Provision of Data in Compliance with Section 231(d)
6. Targeting by Site OR Targeting by Program Matrix
7. General and Special Assurances (General & Special Assurances will be mailed with allocation letter.)
8. Certification Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace
9. Local Plan Narrative (not to exceed 15 pages)

Mail three (3) copies of the completed plan/application to:

California Department of Education
Career-Vocational Education Division
P.O. Box 944272
Sacramento, CA 94244-2720

CALIFORNIA DEPARTMENT OF EDUCATION
Career-Vocational Education Division
CDE 100 (8/92)

Return to: California Department of Education
Career-Vocational Education Division
P.O. Box 944272
Sacramento, CA 94244-2720

VOCATIONAL EDUCATION APPLICATION FOR FUNDING

Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990

PROGRAM YEAR	COUNTY CODE	DISTRICT CODE	SPECIAL CODE
LOCAL EDUCATIONAL AGENCY			
ADDRESS			

CALIFORNIA DEPARTMENT OF EDUCATION [illegible] USE ONLY

[illegible] PCA NUMBER	PROJECT NO.	[illegible]
FISCAL YEAR	VENDOR N[illegible]	[illegible]

FEDERAL IDENTIFICATION NO. (IF APPLICABLE)

☐☐☐☐☐☐☐☐☐☐☐

DATES OF PROJECT DURATION: (IF APPLICABLE)

FROM: TO:

STATUS OF APPLICATION: (CHECK X)

- ☐ NONCOMPETITIVE
- ☐ COMPETITIVE
- ☐ ALLOCATED

AMOUNT INDICATED ON FORM VE-1, COLUMN (D), LINE 21:

$ ______________________________

DATE OF APPROVAL OF AGENCY'S BOARD:

NAME OF PERSON PREPARING APPLICATION		TELEPHONE NUMBER ( )
PROJECT DIRECTOR (IF DIFFERENT FROM ABOVE)	TITLE	TELEPHONE NUMBER ( )
ADDRESS (IF DIFFERENT FROM ABOVE)	CITY	ZIP CODE

CERTIFICATION: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application/plan is correct and complete; and that the assurances contained in the LEA's plan are accepted as the basic conditions in the operations of this project/program for local participation and assistance.

SIGNATURE OF AUTHORIZED AGENT	TITLE	DATE

Special Instructions

Form CDE 100 is the cover page of the local educational agency's application for funding.

Duration: Enter proposed starting and ending dates of the grant. In most cases they will represent the fiscal year July 1 through June 30 of the following year.

Signature of Authorized Agent: Must contain the original signature of the person authorized to sign for the local educational agency.

CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY

REVIEWED AND RECOMMENDED FOR APPROVAL	TITLE	[illegible]

BEST COPY AVAILABLE

CALIFORNIA DEPARTMENT OF EDUCATION
Career-Vocational Education Division

1994-95

ALLOCATION DOCUMENT—VE-1

Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990

County Code	District Code	Special Code

Local Educational Agency

Address

Revision date

(A)	(B)	(C) Federal allocations	(D) Proposed federal expenditures	(E) Federal funds released
Title II, Part A State Leadership 03648-0417	1			
Title II, Part B, SP1 Single Parents/Homemakers 03569-0417	3			
Title II, Part B, SP1 Elimination of Sex Bias 03570-0417	5			
Title II, Part B, SP2 Criminal Offenders 03571-0417	7			
Title II, Part C, SP1 Secondary Education Section 231 03577-0417	9			
Title II, Part C, SP1 Postsecondary Education/Adult Section 232 03578-0417	11			
Title III, Part A Community Based Organization 03567-0417	13			
Title III, Part B Consumer and Homemaking Education 03580-0417	15			
Title III, Part E Tech-Prep Education 03582-0417	17			
Title III, Part F Facilities and Equipment 03694-0417	19			
Total	21			

Instructions for Completing

1. Check all heading data. If incorrect, notify Career-Vocational Education of changes. A new set of documents for the LEA will be printed.
2. The LEA's federal allocation for the current year can be found in column (C), "Federal Allocation."
3. Using column (D), "Proposed Federal Expenditures," and column (E), "Federal Funds Released," the LEA should enter the appropriate dollar amounts.

   Note: The figures in columns D and E may not exceed the figures in Column C.
4. If an LEA elects to release/return **all** of its federal funds for the current year (column E), the superintendent or designee must sign and return this form to Career-Vocational Education. See below.

FOR RELEASE OF ALL FUNDS ONLY

A signature below indicates that the LEA wishes to return all federal vocational education funds for the current year. The return of the funds does not impair our receipt of federal funds in future years.

Signature of superintendent or designee

Date

CALIFORNIA DEPARTMENT OF EDUCATION
Career-Vocational Education Division
CDE 101-A (8/92)

1994-95

CDE 101-A: BUDGET/EXPENDITURE SCHEDULE

Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990

Check (√) one
☐ Budget
☐ Expenditure

Local Educational Agency	County Code	District Code	Special Code

Funding source/purpose (indicate only one group per page.):

☐ Title II, Part A—State Leadership
☐ Title II, Part B, SP1—Single Parent/Homemaker/Pregnant Women
☐ Title II, Part B, SP1—Elimination of Sex Bias
☐ Title II, Part B, SP2—Criminal Offenders
☐ Title II, Part C, SP1—Secondary Education, Section 231
☐ Title II, Part C, SP1—Postsecondary Education/Adult, Section 232
☐ Title III, Part A—Community Based Organization
☐ Title III, Part B—Consumer Homemaker Education
☐ Title III, Part E—Tech-Prep Education
☐ Title III, Part F—Facilities and Equipment

Information submitted: ☐ Original ☐ Revision ____________ Date: ____________

			Federal funds (ENTER DOLLAR AMOUNT ONLY.)											
Line No.	Account No.	Object of expenditures classification	(A) Instruction	(B) Professional development	(C) Curriculum development	(D) Research/evaluation/data development	(E) Guidance and counseling	(F) Transportation and child care for participants*	(G) Special popoulations coordinator**	(H) Apprenticeship	(I) Tech-Prep	(J) Incarcerated individuals	(K) Administration/indirect***	(L) Total
1	1000	Certificated salaries												
2	2000	Classified salaries												
3	3000	Employee benefits												
4	4000	Books and supplies												
5	5000	Services and other												
6	6000	Capital outlay												
12		Total												

*Applies only to Title II, Part B, SP1, Single Parents/Homemakers, and Elimination of Sex Bias.
**Applies only to Title II, Part C, Section 231.
***Administration/indirect total may not exceed 5 percent.

BEST COPY AVAILABLE

CDE 101-A-Budget/Expenditure Schedule

A separate CDE 101-A detailing the proposed/actual expenditures by object classification must be submitted for each of the following:

Funding source	*Purpose*
Title II, Part A	State Leadership
Title II, Part B, SP1	Single Parent/Homemaker/Pregnant Women
Title II, Part B, SP1	Elimination of Sex Bias
Title II, Part B, SP2	Criminal Offenders
Title II, Part C, SP1	Secondary Education, Section 231
Title II, Part C, SP1	Postsecondary Education/Adult, Section 232
Title III, Part A	Community Based Organization
Title III, Part B	Consumer Homemaker Education
Title III, Part E	Tech-Prep Education
Title III, Part F	Facilities and Equipment

Check if this form is being used for budget or expenditure.

Heading: Complete heading information as follows:

- Enter county, district, and special code number; refer to allocation document (VE-1).
- Local Educational Agency: Enter the name of the agency applying for funding.
- Funding Source/Purpose: Check appropriate box (only one per page).
- Information Submitted: Check appropriate box; if amendment, enter date.

Object of Expenditure/Funds: Enter dollar amount only; do not include cents.

- Using the appropriate column, enter on the object of expenditure classification line, the proposed/actual expenditures for the funding source checked. (Refer to the current *California School Accounting Manual* for clarification of object of expenditures.)
- All expenditures for Work Experience Education Programs shall be listed under "Guidance and Counseling," Column (E).
- Transportation and Child Care for Participants (Column F). This column applies to Title II, Part B, SP1, Single Parents/Homemakers and Elimination of Sex Bias only.
- Special Population Coordinator (Column G). This column applies only to Title II, Part C, Section 231.
- Administration/Indirect (Column K). A maximum of 5 percent of federal funds may be budgeted/expended for direct and/or indirect costs of vocational education administration.
- Verify that the total (Column L) is the sum of columns (A) through (K).

Please Return 3 copies to:

California Department of Education
Career–Vocational Education Division
P.O. Box 944272
Sacramento, CA 94244-2720

APPLICATION FOR FUNDS UNDER THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCTION ACT OF 1990

Sign-Off Form for Representatives of Special Populations

Program Year ______ Local Educational Agency ______________________________

As a representative of the special population group noted below, I understand that local educational agencies which receive basic grant funds under Title II of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 are required to provide for equitable access and full participation of special population students in the vocational education program(s) targeted for improvement with these funds. My signature confirms that I have been involved in the development of, or have reviewed this agency's 1994-95 Application for Perkins funds.

Signatures of Special Population Representatives

Limited English Proficient

Name: ______________________ Title: ______________________

Signature: ______________________ Date: ______________________

Disabled (Handicapped)

Name: ______________________ Title: ______________________

Signature: ______________________ Date: ______________________

Academically and Economically Disadvantaged

Name: ______________________ Title: ______________________

Signature: ______________________ Date: ______________________

Gender Equity

Name: ______________________ Title: ______________________

Signature: ______________________ Date: ______________________

PERKINS FORMS
A:\SIGN-OFF.FRM

APPLICATION FOR FUNDS UNDER THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1990

Assurance of Compliance with Section 117(a), Annual Program Evaluation

Program Year: ______ Local Educational Agency: ______________________________

Section 117(a) of the Perkins Act requires each recipient of Title IIC funds to annually evaluate the effectiveness of the programs assisted with these funds. THE PURPOSE OF THIS FORM IS TO ASSURE LOCAL EDUCATIONAL AGENCY COMPLIANCE WITH THESE EVALUATION REQUIREMENTS.

The evaluation requirements include:

1. Implementation of the statewide system of core standards and measures of performance for secondary and postsecondary vocational programs. (The academic achievement, retention and placement data required for the amended core standards and measures will be collected through the standard reports submitted by the District, Adult Schools and ROC/Ps. Refer to the assessment section of the local plan for the requirements related to special population student standards.)

2. A review of vocational education programs, with the full and informed participation of representatives of individuals who are members of special populations, to identify and adopt strategies to overcome any barriers which are resulting in lower rates of access to vocational education programs, or success in such programs for individuals who are members of special populations.

3. An evaluation of the progress of individuals who are members of special populations in vocational education programs assisted under the Act.

4. An evaluation of the progress of vocational education programs in providing vocational education students with strong experience in and understanding of all aspects of the industry* the students are preparing to enter.

*All aspects of industry is defined in the Perkins Act as including, with respect to a particular industry that a student is preparing to enter, planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety, and environmental issues related to that industry.

The undersigned certifies that the Annual Evaluation as required in Section 117(a) of the Perkins Act has been completed for the 1993-94 program year and written verification is on file for future consolidated compliance reviews.

______________________________	______________________________
Name of Person Completing Form	Title
______________________________	______________________________
Signature	Date

APPLICATION FOR FUNDS UNDER THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1990

Assurance of Compliance with Section 118(c): Services and Activities for Individuals who are Members of Special Populations

Program Year ______ Local Education Agency ______________________

Section 118(c) of the Perkins Act and other Federal mandates require each recipient of Title IIC funds to provide assurances that specified services and activities for individuals who are members of special populations shall be conducted:

1. Students who are members of special populations will be assisted to enter vocational education programs, and, with respect to students with handicaps, assisted in fulfiling the transitional service requirements of Section 626 of the Education of the Handicapped Act. Students with disabilities who have individualized education programs under Section 614(a)(5) of the Individuals with Disabilities Education Act (I.D.E.A.), with respect to vocational education programs, will be afforded the rights and protections guaranteed those students under Sections 612, 614, and 615 of the I.D.E.A.

2. The special needs of students participating in funded programs will be assessed with respect to their successful completion of the vocational education program in the most integrated setting possible.

3. Students who are members of special populations will be assisted to succeed in vocational education programs through provision of supplementary services, such as counseling, English language instruction, child care, and special aids. With respect to individuals with handicaps, the supplementary services include (a) curriculum modification, (b) equipment modification, (c) classroom modification, (d) supportive personnel, and (e) instructional aids and devices.

4. Guidance, counseling, and career devlopment activities conducted by professionally trained counselors and teachers who are associated with the provisions of such special services will be provided.

5. Counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities will be provided.

The undersigned certifies that the services and activities as required in Section 118(c) and other Federal mandates are provided as specified. Written descriptions/verifications are on file for future consolidated compliance reviews.

Name of Person Completing Form	Title
Signature	Date

APPLICATION FOR FUNDS UNDER THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1990

Assurance of Compliance with Data Collection and Reporting Requirements: End-of Year-Report of Data

Program Year ______ Local Education Agency ____________________________

The undersigned certifies that appropriate data collection procedures have been implemented so as to enable recipients of Perkins Act funds to collect and report on vocational education enrollments, services, achievements, and supplementary services related to the use of Federal Carl D. Perkins Vocational and Applied Technology Education Act funds. These data, as required on the End-of-Year Report, include:

- Course and program enrollments by gender, ethnicity, special populations, and adult
- Program completers
- Placements of program completers
- Numbers of teachers
- Achievements of programs, services, and activities
- Supplementary services for special populations

____________________________ ____________________________
Name of Person Completing Form Title

____________________________ ____________________________
Signature Date

APPLICATION FOR FUNDS UNDER THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1990

Assurances of Compliance with: (1) Section 113(b)(3)(D), Participation of Individuals who are Members of Special Populations Enrolled in Private Secondary Schools, and (2) Section 240(13), Provision of Data in Compliance with Section 231(d)

NOTE: These assurances are required only for recipients of Section 231 funds.

Program Year ______ Local Education Agency ____________________________

(1) Participation of Individuals who are Members of Special Populations Enrolled in Private Secondary Schools

In compliance with Section 113(b)(3)(D) of the Perkins Act, each recipient of Title II, Part C, Section 231, funds is being required to make assurances that, consistent with the number and location of individuals who are members of special populations who are enrolled in private secondary schools, provision is made for the participation of such individuals in the vocational education programs assisted under Section 231.

(2) Provision of Data in Compliance with Section 240(13)

In compliance with Section 240(13) of the Perkins Act, each recipient of Title II, Part C, Section 231 funds, makes an assurance that the recipient will provide sufficient information to the State to enable the State to comply with the provisions of Section 231(d), allocations to area vocational education schools and intermediate educational agencies. This information is deemed to consist solely of:

A. Data on the percentage of (1) students with handicaps, and (2) students who are economically disadvantaged, who attend secondary schools under the jurisdiction of all of the local educational agencies sending students to a Regional Occupational Center/Program (considered to be an "area vocational school").

B. Names of these secondary schools and the name of the local Regional Occupational Center/Program.

The undersigned certifies that the requirements as stated above will be performed for each of the two years of the 1994-1996 local plan and that written documentation and/or specified data will be on file, provided to the State as requested, and available for future consolidated compliance reviews.

____________________________ ____________________________

Name of Person Completing Form Title

____________________________ ____________________________

Signature Date

Targeting by Program

	Special Population Students					
Program Areas (2)	A. LEP	B. Handicapped	C. Disadvantaged Economic and Academic	D. Sex Bias (1)	E. Incarcerated	F. Totals
G. Agriculture						
H. Business						
I. Industrial and Technology						
J. Home Economics						
K. Health Careers						
					Total # of Special Population Students in Vocational Education	

1. To report Sex Bias enrollments, identify those programs (not courses) in which the enrollment of one gender is less than 25 percent of the total and report the minority gender enrollment. Example: 400 students are enrolled in a district's Consumer-Homemaking Education program and only 70 of these students are males. Because the male enrollment makes up less than 25 percent of the total enrollment, the district should report the 70 male students in the Sex Bias Column for CHE.

2. Consider ROC/P course enrollments only in those courses which are recognized components of sequentially organized vocational programs conducted by the district.

Directions

1. Fill in the blanks for the number of special population students--LEP, HANDICAPPED, ACADEMICALLY AND ECONOMICALLY DISADVANTAGED, SEX BIAS AND, WHERE APPROPRIATE, INCARCERATED--in each program area.

2. Add Column F to determine the total number of special population students.

3. Divide the total number of special population students by the number of programs listed to determine the average number per program.

4. Program(s) to be targeted: The program which serves the greatest number of special population students must be targeted. The district may target any other program which exceeds the average.

Targeting by Site

Sites (2)	Special Population Students					
	A. LEP	B. Handicapped	C. Disadvantaged Economic and Academic	D. Sex Bias (1)	E. Incarcerated	F. Totals
School #1						
School #2						
School #3						
School #4						
School #5						
					Total # of Special Population Students	

(1.) To report Sex Bias enrollments, identify those programs (not courses) in which the enrollment of one gender is less than 25 percent of the total and report the minority gender enrollment. Example: 400 students are enrolled in the Consumer-Homemaking Education program at School #1 and only 70 of these students are males. Because the male enrollment makes up less than 25 percent of the total enrollment, the district should report the 70 male students in the Sex Bias Column for School #1.

(2.) List all secondary high school sites which have vocational education programs. Note: **If the LEA has only one high school or conducts vocational programs at only one high school, it must target by program.**

Directions

1. Fill in the blanks for the number of special population students--LEP, HANDICAPPED, ACADEMICALLY AND ECONOMICALLY DISADVANTAGED, SEX BIAS AND, WHERE APPROPRIATE, INCARCERATED--at each site.

2. Add Column F to determine the total number of special population students.

3. Divide the total number of special population students by the number of sites listed to determine the average number per site.

4. Site(s) to be targeted: The site which serves the greatest number of special population students must be targeted. The district may target any other site which exceeds the average.

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, and officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, and officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110–

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR part 85, Sections 85.605 and 85.610–

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about–

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will–

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of this or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

BEST COPY AVAILABLE

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted–

(1) taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610–

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

LOCAL EDUCATION AGENCY	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

APPENDIX

A.	SECTION 117, PART A
B.	CORE MEASURES AND STANDARDS
C.	SECTION 118, PARTS B AND C
D.	SECTION 235
E.	SECTION 240
F.	SECTIONS 311 AND 312
G.	GENDER EQUITY REQUIREMENTS

CORE MEASURES AND STANDARDS

Measure 1: Basic and More Advanced Academic Skills

Secondary

Student performance on the statewide California High School Performance Assessment at grade 10.

Data Collection

California High School Performance Assessment

Standard

School Achievement of a score of "4" or above on a 6-point scale of student performance by:

- Absolute Performance Standard: Achieving a score of at least 75 points on a 100-point composite index comprised of rated factors, including the percent of student mobility, level of parent education, percent of students receiving AFDC, and other factors.
- Growth Standard: Showing improvement at a rate that meets or exceeds the state growth target. (Growth is the change in the percent of students meeting performance standards.)

Postsecondary

Successful completion of a vocational education course that integrates academics into the curriculum and that leads to a certificate, degree or diploma.

Data collection

- COCCC: Management Information System (MIS)
- Adult Education: CDE Form
- ROC/P: VE-80B

Standard

Statewide average for successful course completion.

Measure 2: Retention

Secondary

Dropout complement rate (percentage of students who did not drop out in grades 10-12).

Data Collection

California High School Performance Assessment

Standard

- Absolute Performance Standard: Scoring at or above 75 points on the 100-point composite index when compared to similar schools. (Comparison group norms are frozen at level of base year, 1986-87.)
- Growth Standard: Improving the dropout complement rate by 5 percentage points over the base year of 1986-87.

Postsecondary

Percentage of students identified as course completers.

Data Collection

- COCCC: MIS
- Adult Education: CDE Form
- ROC/P:VE-80B

Standard

Statewide average for course completion and /or attainment of course certificate.

Measure 3: Placement

Secondary and Postsecondary

Follow-up of program completers, including special populations students and tech prep students.

Data Collection

All segments:

- Unemployment insurance wage records
- Community College MIS files

- Student enrollment data from University of California (UC) and California State
- University (CSU) systems
- Military enlistment data.

Standard

Percentage of students placed into employment or who transfer to higher education, progress to additional training, or enter the military will increase until percentage meets minimum standard (to be determined by statewide average).

SECTION 118: CRITERIA FOR SERVICES AND ACTIVITIES FOR INDIVIDUALS WHO ARE MEMBERS OF SPECIAL POPULATIONS

Parts A and D of section 118 detail requirements for the state. Parts B and C of Section 118 are directed to local districts. A description of Parts B and C follow.

Part B. Provision of Information.

1. Each local educational agency shall provide to students who are members of special populations and parents of such students at least 1 year before the students enter or are of an appropriate age for the grade level in which vocational education programs are first generally available in the State, but in no event later than the beginning of the ninth grade, information concerning--

    A. the opportunities available in vocational education;
    B. the requirements for eligibility for enrollment in such vocational education programs;
    C. specific courses that are available;
    D. employment opportunities; and
    E. placement.

2. Each eligible institution that receives assistance under Title II shall provide the information described in paragraph (1) to each individual who requests information concerning or seeks admission to vocational education programs offered by the institution, and, when appropriate, assist in the preparation of applications relating to such admission.

3. The information provided under this subsection shall, to the extend practicable, be in a language and form that the parents and students understand.

Part C. Assurances. Each eligible recipient that receives assistance under Title II shall provide assurances that such eligible recipient shall--

1. assist students who are members of special populations to enter vocational education programs, and, with respect to students with handicaps, assist in fulfilling the transitional service requirements of Section 626 of the Education of the Handicapped Act;

2. assess the special needs of students participating in programs receiving assistance under Title II with respect to their successful completion of the vocational education program in the most integrated setting possible;

3. provide supplementary services to students who are members of special populations, including, with respect to individual with handicaps--

   A. curriculum modification;
   B. equipment modification;
   C. classroom modification;
   D. supportive personnel; and
   E. instructional aids and devices;

4. provide guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provisions of such special services; and

5. provide counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities.

SECTION 235: USES OF FUNDS

- **General Authority**--Each eligible recipient that receives a grant under this part shall use funds provided under such grant to improve vocational education programs, with the full participation of individuals who are members of special populations, at a limited number of sites or with respect to a limited number of program areas.

- **Priority**--Each eligible recipient that receives a grant under this part shall give priority for assistance under this part to sites or programs that serve the highest concentrations of individuals who are members os special populations.

- **Requirements for Uses of Funds**--

1. Funds made available under a grant under this part shall be used to provide vocational education in programs that--

   A. are of such size, scope, and quality as to be effective;

   B. integrate academic and vocational education in such programs through coherent sequences of courses so that students achieve both academic and occupational competencies; and

   C. provide equitable participation in such programs for the special populations consistent with the assurances and requirements in Section 118.

2. In carrying out the provisions of paragraph (1), grants funds may be used for activities such as--

   A. upgrading the curriculum;

   B. purchase of equipment, including instructional aids;

   C. inservice training of both vocational instructors and academic instructors working with vocational education students for integrating academic and vocational education;

   D. guidance and counseling;

   E. remedial courses;

   F. adaptation of equipment;

   G. tech-prep education programs;

   H. supplementary services designed to meet the needs of special populations;

I. a special populations coordinator paid in whole or in part from such funds who shall be a qualified counselor or teacher to ensure that individuals who are members of special populations are receiving adequate services and job skill training;

J. apprenticeship programs;

K. programs that are strongly tied to economic development efforts in the State;

L. programs which train adults and students for all aspects of the occupation in which job openings are projected or available;

M. comprehensive mentor programs in institutions of higher education offering comprehensive programs in teacher preparation, which seek to fully use the skills and work experience of individuals currently or formerly employed in business and industry who are interested in becoming classroom instructors and to meet the need of vocational educators who wish to upgrade their teaching competencies;

N. provision of education and training through arrangements with private vocational training institutions, private postsecondary educational institutions, employers, labor organizations, and joint labor-management apprenticeship programs whenever such institutions, employers, labor organizations, or programs can make a significant contribution to obtaining the objectives of the State plan and can provide substantially equivalent training at a lesser cost, or can provide equipment or services not available in public institutions.

3. Equipment purchases pursuant to sections 231 and 232, when not being used to carry out the provisions of this Act, may be used for other instruction purposes if--

   A. the acquisition of the equipment was reasonable and necessary for the purpose of conducting a properly designed project or activity under this title;

   B. is used after regular school hours or on weekends; and

   C. such other use is--

      i. incidental to the use of that equipment under this title;

      ii. does not interfere with the use of that equipment under this title; and

      iii. does not add to the cost of using that equipment under this title.

4. Each eligible recipient receiving funds under this part shall use no more that 5 percent of such funds for administrative costs.

SECTION 240: LOCAL APPLICATION

Any eligible recipient desiring financial assistance under this part shall, according to requirements established by the State board, submit to the State board an application, covering the same period as the State plan, for the use of such assistance. The State board shall determine requirements for local applications, except that each such application shall--

1. contain a description of the vocational education programs to be funded, including--
    - A. the extent to which the program incorporates each of the elements described in Section 235;
    - B. how the eligible recipient will use the funds available under this part and from other resources to improve the program with regard to each use funds described in Section 235;
2. contain a report on the number of individuals in each of the special populations;
3. contain a description of how the needs of individuals who are members of special populations will be assessed and description of the planned use of funds to meet such needs;
4. describe how access to program of good quality will be provided to students who are economically disadvantaged (including foster children), students with handicaps, and students of limited English proficiency through affirmative outreach and recruitment efforts;
5. provide assurances that the programs funded under this part shall be carried out according to the criteria for programs for each special population;
6. describe the program evaluation standards the applicant will use to measure its progress;
7. describe methods to be used to coordinate vocational education services with relevant programs conducted under the Job Training Partnership Act, including cooperative arrangements established with private industry councils established under Section 102(a) of such Act, in order to avoid duplication and to expand the range of and accessibility to vocational education services;
8. describe methods used to develop vocational educational programs in consultation with parents and students of special populations;
9. provide a description of coordination with community-based organizations;
10. consider the demonstrated occupational needs of the area in assisting programs funded by this Act;

11. provide a description of how the eligible recipient will provide a vocational education program that--

    A. integrates academic and occupational disciplines so that students participating in the program are able to achieve both academic and occupational competence; and

    B. offers coherent sequences of courses leading to a job skill;

12. provide assurances that the eligible recipient will provide a vocational education program that--

    A. encourages students through counseling to pursue such coherent sequences of courses;

    B. assists students who are economically disadvantaged, students of limited English proficiency, and students with handicaps to succeed through supportive services such as counseling, English-language instruction, child care, and special aids;

    C. is of such size, scope, and quality as to bring about improvement in the quality of education offered by the school; and

    D. seeks to cooperate with the sex equity program carried out under Section 222;

13. provide an assurance that the eligible recipient will provide sufficient information to the State to enable the State to comply with the provisions of Section 231(d); and

14. describe how the eligible recipient will monitor the provision of vocational education to individuals who are members of special populations.

SECTION 311: CONSUMER AND HOMEMAKING EDUCATION GRANTS

From the portion of the allotment of each State under Section 101 available for this part, the Secretary is authorized to make grants to States to assist them in conducting consumer and homemaking education programs. Such programs may include (1) instructional programs, services, and activities that prepare youth and adults for the occupation of homemaking, and (2) instruction in the areas of food and nutrition, individual and family health, consumer education, family living and parenthood education, child development and guidance, housing, home management (including resource management), and clothing and textiles.

SECTION 312: USE OF FUNDS FROM CONSUMER AND HOMEMAKING EDUCATION GRANTS

A. Grants to any State under this part shall be used, in accordance with State plans approved under Section 114

1. to conduct programs for residents of economically depressed areas;
2. to encourage participation of traditionally underserved populations;
3. to encourage, in cooperation with the individual appointed under Section 111 (b)(1), the elimination of sex bias and sex stereotyping;
4. to improve, expand, and update programs with an emphasis on those which specifically address needs described under clauses (1), (2), and (3); and
5. to address priorities and emerging concerns at the local, State, and national levels.

B. Grants for the purposes set forth in subsection (a) may be used for--

1. program development and improvement of instruction and curricula relating to managing individual and family resources, making consumer choices, balancing work and family, improving responses to individual and family crises (including family violence and child abuse), strengthening parenting skills (especially among teenage parents), preventing teenage pregnancy, assisting aged and individuals who have handicaps, and members of at-risk populations (including the homeless), improving individual child and family nutrition and wellness, conserving limited resources, understanding the impact of new technology on life and work, applying consumer and homemaking education skills to jobs and careers, and other needs as determined by the State; and,

GENDER EQUITY REQUIREMENTS OF THE PERKINS ACT

The following activities are required of Perkins Funds recipients:

- Identify, recruit, retain, and place male and female students who desire to participate in nontraditional programs.
- Provide recruitment and support services (e.g., child care and transportation) to teen parents.
- Collaborate with social service agencies and community-based organizations.
- Coordinate with services provided by sex equity and single parent grants.
- Recognize cultural diversity and utilize staff development activities and materials available from the California Department of Education Office of Gender Equity to recruit culturally diverse students into vocational education.
- Recognize sex bias and stereotyping in the classroom and implement staff development activities to eliminate them.
- Evaluate the outcomes for nontraditional students, teen parents, adult single parents, displaced homemakers, and other special population students.

California Community Colleges

1994-96 LOCAL PLAN

PACKET AND GUIDELINES

Carl D. Perkins Vocational and Applied
Technology Education Act of 1990

Chancellor's Office
California Community Colleges
Economic Development and Vocational Education Division
1107 Ninth Street, Ninth Floor
Sacramento, California 95814
(916) 445-0486

INTRODUCTION TO THE DEVELOPMENT OF A TWO-YEAR LOCAL PLAN

The Perkins Act and Final Regulations require districts to develop a detailed local plan explaining how basic grant (Title II-C) funds will be spent and providing a clear rationale as to why they will be spent in this manner. The Local Plan requirements are far more substantive than in prior Acts. The significance cannot be overstated. The Local Plan and Application create a binding contractual relationship with the State.

The Local Plan for vocational education encompasses a two-year period from July 1, 1994 through June 30, 1996, while the application encompasses only one year from July 1, 1994 through June 30, 1995.

The Local Plan represents a narrative explanation regarding how your district plans to use Carl D. Perkins Act funds to address the mandates in the Act through June 30, 1996.

Each eligible recipient must address the Perkins Act mandates and all three State priorities identified by the needs assessment. Furthermore, each eligible recipient is required to include the competencies and three-part foundation of the SCANS report as well as the State's standards and measures of performance for vocational education.

It is important that all segments of the district serving special populations be actively involved in the development of the plan and application as well as vocational education faculty, advisory committees, and students who are members of special populations.

The Carl D. Perkins funds are to be focused on improvement of vocational education programs that have the greatest number of special populations students identified by formula in the application.

Each eligible recipient is required to describe: (1) the programs to be funded, with clear rationale as to why they were chosen; (2) the population(s) to be served; (3) the needs of these populations and how the needs were identified; and (4) the expected outcome(s) as a result of the planned expenditures.

The local plan should not reflect dollar amounts, nor is it necessary to explain in which year the planned expenditures will occur. The plan should be focused on the two-year period that is the basis for the application. The dollar amounts will appear in the application only.

A resource guide has been provided that covers all of the requirements mentioned above (please read it carefully). Each eligible recipient must address these requirements, and in so doing, use the reference guide by indicating the page(s) where the item can be found in the narrative.

Local plans for single campus districts should not exceed 15 pages, or 30 pages for multiple campuses, or include extensive supplemental information. The plan shall include the Local Plan Agreement Cover Page, Table of Contents, and the Narrative. Do not add binders or other covers.

Three copies each with original signatures, must be received in The Chancellor's Office on or before 5:00 p.m., June 1, 1994.

INSTRUCTIONS FOR DEVELOPING A TWO-YEAR LOCAL PLAN

1. Read the Resource Guide carefully, it contains the requirements for the Local Plan.

2. Study the Table of Contents for the Local Plan (included in this packet), it will guide your development of the narrative.

3. Select the participants to be involved in developing the Local Plan and review the required elements in Items One and Two above with them.

4. Utilize enrollment data from 1992-93 to determine site or program funding priorities. See the worksheets included in this package.

5. Write the narrative of the Plan. This requires addressing Elements 1-23 in the Table of Contents, and should not exceed 15 single spaced pages for single campus districts and 30 pages for multiple campus districts. Do not change the order of the Table of Contents (provided). Please follow it precisely.

6. Number each page, beginning with page one of the narrative.

7. Complete the Table of Contents (provided in this packet) by inserting next to each required element the page number where the element has been addressed in the narrative.

8. Obtain the signature of the Superintendent/President on the Local Plan Agreement Face Page (three originals).

9. Assemble the materials in the following order:

   a. Local Plan Agreement Face Page
   b. Table of Contents
   c. Narrative

10. Staple in the upper left hand corner. **Do not** use binders or other covers. **Do not** include appendices or other supplemental information. Three copies each (with original signatures) of the completed Two-Year Local Plan and One-Year Application **must be received in the Chancellor's Office on or before 5:00 p.m., June 1, 1994.**

ESTABLISHING PRIORITY FUNDING
BY SITE AND PROGRAM AREAS

Program Formula(s) Worksheet Page

Perkins Act funds are intended to support campuses and vocational education programs demonstrating the greatest need. Districts may use either actual counts (rank order), percentages, or a combination of the two methods for determining which campuses (in a multi-campus district) and which vocational programs (in either a single or multi-campus district) demonstrate the "greatest need." The following grids should assist districts in determining campuses and/or vocational programs demonstrating the greatest need.

Determining Eligible Campuses for Multi-Campus Districts

	Vocational Program Enrollment		**Special Pop.**
Campus:	**Special Pops:**	**Total Students:**	**Percentage:**
			(1)
			(2)
			(3)
			(4)
			(5)
Total			(...)

Formula: Total # special pop. ÷ total # Voc. Ed. students = District Mean %

Determining Eligible Programs Within Districts

Program	**Vocational Program Enrollment**		**Special Pop.**
(By TOP Code):	**Special Pops:**	**Total Students:**	**Percentage:**
			(1)
			(2)
			(3)
			(4)
			(5)
			(6)
Total			(...)

Formula: Total # special pop. ÷ total # Voc. Ed. students = Program Mean %

DETAIL FOR FORMULAS

Section 235

(a) Each eligible recipient that receives a grant under this part (Title IIC) shall use funds provided under such grant to improve vocational education programs, with the full participation of individuals who are members of special populations, at a limited number of sites or with respect to a limited number of program areas.

(b) Each eligible recipient that receives a grant under this part (Title IIC) shall give priority for assistance under this part to sites or program areas that serve the highest concentrations of individuals who are members of special populations.

Districts may use actual counts (rank order), percentages, or a combination of both methods to identify the sites or program areas with the highest concentration of special populations to determine priority funding. (see Final Regulations 403.111)

The Taxonomy of Program (TOP) Codes (at the two digit level) are to be used to identify, vocational education programs.

Multiple Campus Districts

Describe which one of the following processes the district used to determine the vocational programs to be funded:

OPTION 1: LIMITED NUMBER OF SITES

Using the 1992-93 Vocational Education program enrollment figures, districts must:

Step #1: Identify the total number of Vocational Education students who are members of special populations per campus.

Step #2: Identify the total number of vocational education students per campus.

Step #3: Divide the number of special population students (#1 above) by the number of Vocational Education students (#2 above) to compute the percentage of special population students for each campus.

Step #4: Add the number of vocational education special population students on each campus together to determine the total number of special population students for the district.

Step #5: Add the number of Vocational Education students on each campus together to determine the total number of Vocational Education students for the district.

Step #6: Divide the number of special population students (#4 above) by the number of Vocational Education students (#5 above) to compute the percentage of special population students for the total district.

Step #7: Compare the percentage of special populations on each campus with the district-wide percentage to determine the campus(es) with the highest concentration of special populations for priority funding.

Step #8: Each campus to receive Perkins funds then identifies the use of their portion of district funds that shall be used to provide program improvement in vocational Education programs that serve the highest concentrations of individuals who are members of special populations using either actual counts breakdowns or percentages.

ALTERNATE PROCESS TO ESTABLISH FUNDING

To determine highest concentration using actual counts of students who are members of special populations, districts would simply rank order (from high to low) the numbers for each campus to establish priority funding.

However, numbers are not the only factor to be considered in priority funding. Section 235 (c)(1) requires that Perkins funds be used in programs that:

a. are of such size, scope, and quality as to be effective;

b. integrate academic and vocational education in such programs through coherent sequences of courses so that students achieve both academic and occupational competencies; and

c. provide equitable participation in such programs for the special populations.

For example:
A district with three campuses have enrollment figures as follows:

Campus	Special Population	Vocational Program Enrollment	Special Pop. Percentage
A	2,000	5,500	36%
B	1,500	3,500	43%
C	500	1,000	50%
Total	4,000	10,000	40%

The district percentage would be $\frac{4,000}{10,000} = 40\%$

If percentages are used, Campus B and Campus C would receive federal funding, Campus A would not receive any federal funding. If actual counts (rank order) were used, Campus A and Campus B would be funded. The two funded campuses then have to determine which vocational program areas are to be funded based upon the criteria listed in Step #9 above.

OPTION 2: LIMITED NUMBER OF PROGRAMS

Funds will be used to improve vocational education programs in a limited number of program areas that serve the highest concentrations of individuals who are members of special populations.

Step #1: Using the 1992-93 enrollment figures, each college in the district must identify the total number of vocational education students who are members of special populations. The VATEA report can be used to identify economically and educationally disadvantaged, disabled, LEP students, and students enrolled in those programs that are imbalanced by gender.

Those programs that have less than 25% enrollment of either sex are gender imbalanced.

Step #2: The district compiles the numbers by program for each campus.

Step #3: Divide the number of special population students (#1 above) by the number of Vocational Education students (#2 above) to compute the percentage of special population students for each program.

Step #4: Add the number of vocational education special population students in each program together to determine the total number of special population students for the district.

Step #5: Add the number of Vocational Education students in each program together to determine the total number of Vocational Education students for the district.

Step #6: Divide the number of special population students (#4 above) by the number of Vocational Education students (#5 above) to compute the percentage of special population students for the total district.

Step #7: Those program areas that have the highest concentrations of individuals who are members of special populations will receive priority for funding throughout the district (according to the law, not all program areas can be funded in any one year).

ALTERNATE PROCESS TO ESTABLISH FUNDING

To determine highest concentration using actual counts of students who are members of special populations, districts would simply rank order (from high to low) the numbers for each campus to establish priority funding.

In addition, the program areas to be funded must meet the following criteria:

a. are of such size, scope, and quality as to be effective;

b. integrate academic and vocational education in such programs through coherent sequences of courses so that students achieve both academic and occupational competencies; and

c. provide equitable participation in such programs for the special populations.

For example:

A district that offers instruction in four vocational education program areas has the following enrollment data:

Program (by TOP Code)	Voc. Program Enrollment Special Pop.	Total	Spec. Pop. Percentage
01 Agriculture	200	500	40.0%
05 Business	1,200	5,000	24.0%
09 Engineering	325	1,000	32.5%
12 Health	75	200	37.5%
Total	1,800	6,700	27.0%

The district percentage would be $\frac{1{,}800}{6{,}700} = 27.0\%$

Using percentages, the programs in agriculture, health, and engineering at all the campuses in the district would receive priority funding. Using actual counts, business, engineering, and agriculture would receive priority funding. Regardless of the method used, the programs must meet the criteria as specified in Section 235 (c)(1).

Single Campus District

Step #1: Using the 1992-93 enrollment figures, the district must identify the total number of vocational education students by program using two digit TOPS codes and the total number of students, who are members of special populations in these programs. The VATEA report can be used to identify economically and educationally disadvantaged, disabled, LEP students, and students enrolled in those programs that are imbalanced by gender. Those programs that have less than 25% enrollment of either sex are gender imbalanced.

Step #2: Those program areas that have the highest concentrations of individuals who are members of special populations will receive priority for funding (according to the law, not all program areas can be funded in any one year).

Step #3: Divide the number of special population students (#1 above) by the number of Vocational Education students (#2 above) to compute the percentage of special population students for each program.

Step #4: Add the number of vocational education special population students in each program together to determine the total number of special population students for the district.

Step #5: Add the number of Vocational Education students in each program together to determine the total number of Vocational Education students for the district.

Step #6: Divide the number of special population students (#4 above) by the number of Vocational Education students (#5 above) to compute the percentage of special population students for the total district.

Step #7: Those program areas that have the highest concentrations of individuals who are members of special populations will receive priority for funding throughout the district (according to the law, not all program areas can be funded in any one year).

ALTERNATE PROCESS TO ESTABLISH FUNDING

To determine highest concentration using actual counts of students who are members of special populations, districts would simply rank order (from high to low) the numbers for each campus to establish priority funding.

In addition, the program areas to be funded must meet the following criteria:

a. are of such size, scope, and quality as to be effective;

b. integrate academic and vocational education in such programs through coherent sequences of courses so that students achieve both academic and occupational competencies; and

c. provide equitable participation in such programs for the special populations.

For example:

A college that offers instruction in four vocational education program areas has the following enrollment data:

Program (by TOP Code)	Special Pop.	Total	Spec. Pop. Percentage
01 Agriculture	200	500	40.0%
05 Business	1,200	5,000	24.0%
09 Engineering	325	1,000	32.5%
12 Health	75	200	37.5%
Total	1,800	6,700	27.0%

The college percentage would be $\frac{1,800}{6,700} = 27.0\%$

Using percentages, the programs in agriculture, health, and engineering would receive priority funding. Using actual counts (rank order) the programs in business, engineering, and agriculture would receive priority funding. Regardless of method used, programs must meet the criteria in Step #3 as specified in Section 235 (c)(1).

Targeting Programs With Low Concentrations Of Special Populations (Final Regulations 403.111)

Districts may choose to target sites or program areas with low concentrations of members of special populations for the purpose of increasing the participation rate if:

1. There is potential for increase; i.e., large numbers of special populations exist at the site.

2. Supplemental and other services are sufficient to enable these special populations members in high concentration programs to participate fully.

3. The program is one of high occupational demand.

4. The use of funds is restricted to increasing access (equitable participation).

For example:

If in the last example only two special population students were enrolled in health programs (1%), the district could choose to target Perkins funds for the purpose of increasing the participation rate. However, first the district must meet the criteria in Section 235 (c)(1) as well as the criteria listed in Steps #1-4 above.

Districts choosing this option should expect to provide evidence that participation rates in the targeted program area increased.

Sex Equity

Programs with less than 25% enrollment of either gender are considered imbalanced by gender. To calculate special populations members who are participating in programs that are nontraditional for their gender, districts should use the data report from 1992-93 to:

Step #1: Identify programs that are gender imbalanced.

Step #2: Count only those enrollments that are nontraditional for their gender.

For example

If only 2% of the enrollments in Health (in the earlier example) were males, the district could count these four students as members of its special populations. This would mean that these four students, if the Health program met the high concentrations of special populations, could receive supplementary and other services needed to enable them to succeed (full participation). On the other hand, if the district met all the earlier criteria in Section 235 (a) and (b) regarding full participation for high concentrations, the district could choose to target its Health program for the purpose of increasing the participation rate of males. Again, to do so, the district would have to meet the criteria listed earlier under targeting programs with participation of special population members.

Clearly there are two separate issues in Section 235 regarding the participation of members of special populations. First is the issue of full participation, which centers around providing supplementary and other services needed to enable these populations to succeed. Second is the issue of equitable participation which focuses on access.

The need to include a clear rationale in the narrative which explains and supports the district's choices in establishing Perkins funding priorities cannot be overemphasized. Regardless of methodology or rationale, districts are expected NOT to fund all programs. To do so would likely be seen as an audit exception to Section 235 (a) and (b).

TABLE OF CONTENTS

Term of the Local Plan **Page #**

Indicate that the Local Plan covers the same years as the State Plan: 1994-96.

Establishment of Funding Priorities

Describe the method used for determining priority funding by size of program (rank order, percentage, or combination). ____

Provide data which indicate that the funding priorities established in #2 above serve the highest concentrations of individuals who are members of special populations. ____

Include the number of disabled, economically disadvantaged, educationally disadvantaged, and limited English proficient students enrolled in vocational programs. ____

Include the number of participants in programs to eliminate sex bias (defined as programs that are imbalanced by gender) i.e., programs that have less than 25% enrollment of either sex. ____

Include the number of criminal offenders (incarcerated, awaiting trial, or in correctional institutions) who are enrolled in vocational programs. ____

Program Improvement

Provide rationale and description of the vocational program(s)/project(s) to be funded. ____

Describe the linkage between the program(s)/project(s) to be funded with Perkins dollars and those with demonstrated occupational need. ____

Describe how the grant funds will be used to improve the program or project.

- a) Describe the activities/strategies to be undertaken to implement both of the first two statewide priorities. ____
- b) Describe the activities/strategies to be undertaken to address the competencies and foundation of skills and personal qualities identified by SCANS. ____

Indicate with some precision how the district will comply with the statutory requirements in Section 235(c). ____

Special Populations

Explain how the needs of special populations members will be assessed. ____

Explain how Perkins funds will be used to provide supplementary and other services to meet the needs of special populations (Note: This item and the one above are used to determine full participation.) ____

Describe the methods to be used to consult with parents and students of special populations in the development of vocational programs. ____

Describe how affirmative outreach, recruitment efforts and other means of access will provide equitable participation for members of special populations. ____

Describe how the provision of vocational education program services and activities to special populations will be monitored. ____

Provide sufficient information for the State to prove that the program complies with the specific requirements for serving individuals with disabilities. ____

Coordination

Describe the methods to be used to coordinate vocational programs with relevant programs conducted under the Job Training Partnership Act. ____

Describe the coordination between the district and community based organizations (see page 9 of the Final Regulations for a partial listing). ____

Evaluation

Describe how the district will utilize the data from the Core Standards and Measures to improve vocational programs. _____

Set forth any local modifications to the State's Core Standards and Measures (if any, see 403.191 (2)(b), Final Regulations). _____

Describe the annual process (with full participation of representatives of special populations) to:

a) Identify and adopt strategies to overcome barriers to access and success for members of special populations. _____

b) Evaluate the progress of members of special populations. _____

Describe the annual process to evaluate the district's progress in providing vocational education students with strong experience and understanding of all aspects of the industries the students are preparing to enter. _____

Signature

Local Plan Agreement Face Page is signed by the Superintendent/President or other authorized officer legally binding the district to perform the work specified.

AGREEMENT

1994-96 TWO-YEAR LOCAL PLAN COVER PAGE

District: ____________________
College: ____________________
Phone Number: ____________________
FAX Number: ____________________

TO BE COMPLETED BY COCCC			
Agreement No.:	____________	**Date:**	______
Amendment No.:	____________	**Date:**	______
Amendment No.:	____________	**Date:**	______

This Agreement is made and entered into, by and between, the Chancellor's Office of the California Community Colleges, hereafter referred to as the State, and the aforementioned District, hereafter referred to as the Grantee. The Agreement shall consist of this face sheet, with authorized signatures, the Local Plan including all Terms and Conditions specified in the Perkins Act of 1990, Final Regulations, 1992, and the State Plan, 1994-96.

The signature of the chief executive officer or other authorized officer of the district legally binds the Grantee to perform the work specified in the Local Plan on the terms specified. Furthermore, the Chief Executive Officer certifies that representatives of the following special populations have participated in the development of this plan:

> (1) economically and educationally disadvantaged, (2) disabled, (3) limited English proficiency, (4) participants in programs nontraditional for their sex, and (5) persons in correctional institutions (if applicable), and further assures that activities conducted with Perkins funds under this Local Plan will be used for program improvement according to the criteria specified.

STATE OF CALIFORNIA	GRANTEE
SIGNATURE, SPECIALIST (MONITOR) DATE	DISTRICT (Grantee): ____________ COLLEGE: ____________
PRINTED NAME	SIGNATURE, PROJECT ADMINISTRATOR DATE
	PRINTED NAME
	TITLE
AGENCY Chancellor's Office California Community Colleges 1107 Ninth Street Sacramento, CA 95814-3607	DISTRICT (Grantee) ADDRESS
SIGNATURE, CHIEF EXECUTIVE OFFICER (or Authorized Designee) DATE	SIGNATURE, CHIEF EXECUTIVE OFFICER (or Authorized Designee) DATE
PRINTED NAME OF PERSON SIGNING Phoebe K. Helm	PRINTED NAME OF PERSON SIGNING
TITLE Vice Chancellor	TITLE

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California Community Colleges

1994-95 LOCAL APPLICATION
FOR PERKINS FUNDING

PACKET AND GUIDELINES

Carl D. Perkins Vocational and Applied
Technology Education Act of 1990

Chancellor's Office
California Community Colleges
Economic Development and Vocational Education Division
1107 Ninth Street, Ninth Floor
Sacramento, California 95814
(916) 445-0486

527

FORMAT AND PROCEDURES

1. The following pages present the forms to be completed and the appropriate required assurances and certifications.

2. Instructions for developing a 1994-95 Local Application For Perkins Funding:

   a. Complete the "Local Plan/Application" cover page, including signature of the Superintendent/President.

   b. Complete form VATEA-1, "Request/Claim For Funds Title IIC", including signature of the Chief Executive Officer.

   c. Complete form VATEA-2A/2B, "Summary Sheet". Enter 2-digit TOPS coded numbers for programs receiving funds, as determined by the program formula in the Local Plan.

   d. Secure the signature of the Superintendent/President on assurances and certifications forms that appear as the last parts of this application. These are to be kept on file in the District Office and not sent to the Chancellor's Office with the application.

   e. Form VATEA-3A/3B is provided as a planning instrument and for audit purposes. This should be kept at the district, not sent with the Plan or Application.

3. Instructions for submitting a 1994-95 Local Application For Perkins Funding:

   a. Signature of Chief Executive Officer required on "Local Plan/Application".

   b. Signature of Chief Executive Officer is required on VATEA-1 "Request/Claim For Funds Title IIC".

   c. Complete budget form VATEA 2A/2B.

   d. Arrange the application as follows:

      (1) Local Plan/Application
      (2) VATEA-1
      (3) VATEA-2A/2B

   f. Submit 3 copies with original signatures on each copy.

   g. **The application is due in the Chancellor's Office on or before 5:00 p.m., June 1, 1994.**

AGREEMENT

LOCAL PLAN/ APPLICATION FOR TITLE II-C FUNDS

District:
College:
Phone Number:
FAX Number:

TO BE COMPLETED BY COCCC

Agreement No.: **Date:**
Amendment No.: **Date:**
Amendment No.: **Date:**
Funding Source:
Amount to be Encumbered: $
Prior Amount Encumbered: $
Total Amount Encumbered: $

This Agreement is made and entered into, by and between, the Chancellor's Office of the California Community Colleges, hereafter referred to as the State, and the aforementioned District, hereafter referred to as the Grantee. The Agreement shall consist of this face sheet, with authorized signatures; the Local Plan/Application including all forms as specified in the packet; and the Perkins Act of 1990 and Final Regulations of 1992; the State Plan; and applicable portions of the State's Terms and Conditions (Rev. 1/15/94), and applicable certifications. All of these items are incorporated into this Agreement by reference.

The total amount payable for this Agreement shall not exceed the amount specified below in Grant Funds. Payments shall be made through the apportionment process.

The term of this Agreement shall be July 1, 1994, to and including August 31, 1995. All performance under this Agreement shall be completed by June 30, 1995, except that the Interim Final Reports must be received by the Chancellor's Office no later than July 31, 1995, and the Final Reports must be received by the Chancellor's Office no later than August 31, 1995.

The signature of the chief executive officer or other authorized officer of the district legally binds the Grantee to perform the work specified in the Local Plan on the terms specified above. If any modifications are required to the attached Plan between the date of signature of this face sheet by the designated district officer and the date of signature by the Vice Chancellor, each modified page must be initialed and dated by the Project Administrator.

STATE OF CALIFORNIA	GRANTEE
OBJECT OF EXPENDITURE (Code and Title)	DISTRICT (Grantee): COLLEGE: TOTAL GRANT FUNDS: $
SIGNATURE, PROJECT MONITOR (Specialist)	SIGNATURE, PROJECT ADMINISTRATOR
PRINTED NAME	PRINTED NAME
AGENCY Chancellor's Office California Community Colleges 1107 Ninth Street Sacramento, CA 95814-3607	DISTRICT (Grantee) ADDRESS
SIGNATURE, CHIEF EXECUTIVE OFFICER (or Authorized Designee) DATE	SIGNATURE, CHIEF EXECUTIVE OFFICER (or Authorized Designee) DATE
PRINTED NAME OF PERSON SIGNING Phoebe K. Helm	PRINTED NAME OF PERSON SIGNING
TITLE Vice Chancellor	TITLE

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REQUEST/CLAIM FOR FUNDS
TITLE IIC

PY: 19____ - 19____

California Community Colleges
Economic Development/Vocational Education
VATEA-1 (3/94)

Carl D. Perkins Vocational and
Applied Technology Education Act of 1990

Application Date: __________
Claim Date: __________

District: ____________________

Address: ____________________

The person who has responsibility for district vocational education is:

Name: ____________________ Title: ____________________

Phone: __________

FAX: __________

Application

Approval is requested for the proposed expenditures for vocational education as shown below.

Allocation (a)	Proposed Expenditures (b)	VATEA Funds Release (c)

Certification For Application

This district assures that all vocational education programs, services and activities covered by this request for funds are consistent with the Local Plan/Application for vocational education.

____
Signature, Chief Executive Officer Date

____
Printed Name

Application Approved By:

____
Vocational Education Specialist Date

Claim

Approval is requested for the claim for federal funds expended for vocational education as shown below.

VATEA Funds Claimed (d)	VATEA Funds Unclaimed * (e)

Certification of Claims

All expenditures on this claim comply with the VATEA of 1990; Titles VI and VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Title V, California Code of Regulations and the State Plan for Vocational Education.

*The unclaimed funds are hereby released to the State for reallocation.

____
Signature, Chief Executive Officer Date

____
Printed Name

Claim Approved By:

____
Vocational Education Specialist Date

REQUEST/CLAIM FOR FUNDS
TITLE IIC

PY: 19____ - 19____

California Community Colleges
Economic Development/Vocational Education
VATEA-2A (3/94)

Summary Sheet

Date:________________

_______ APPLICATION _______ REVISION _______ CLAIM

District ________________________________

Program Areas (use more forms if necessary)	Apprenticeship (a)	Basic Skills (b)	Curriculum Development (c)	Economic Development (d)	Equipment (e)	Guidance & Counseling (f)	Instruction (g)
TOTAL DIRECT COSTS							

(Continued)

REQUEST/CLAIM FOR FUNDS
TITLE IIC

PY: 19___ - 19___

California Community Colleges
Economic Development/Vocational Education
VATEA-2B (3/94)

Summary Sheet
(Continued)

Date: ____________________

_______ APPLICATION _______ REVISION _______ CLAIM

District ____

Program Areas (use more forms if necessary)	Mentor (h)	Professional Development (i)	Supplementary Services (j)	Tech-Prep (k)	Administration (5% Max) (l)	Other * (m)	Total
TOTAL DIRECT COSTS							

* Please list these areas of expenditures ____

The following assurances and certifications forms must be signed by the Superintendent/President of the District and kept on file at the District Office. Do not submit them to the Chancellor's Office with your 1994-95 Local Plan Application for Perkins Funding.

The two pages after the assurances represent the "Year-To-Date Expenditure And Progress Report" form that will be used by each district in succeeding quarters to report expenditures. It is included for informational purposes only.

Forms VATEA 3A and 3B are included to assist in the Plan/Application planning process. At the end of the program year these forms should be completed and kept on file in the district office for audit purposes. **Do not** submit them to the Chancellor's Office.

California Community Colleges
Vocational Education
VATEA-A (1994)

PY 19__-19__
Carl D. Perkins Vocational and
Applied Technology Education of 1990

STATEMENTS OF ASSURANCES

Application Date:__________

DISTRICT APPLICATION/PLAN FOR VOCATIONAL EDUCATION

DISTRICT:____

ADDRESS:____

Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990, Public Law 101-392 (VATEA)

Statements Of Assurances

The district assures that we shall:

1. Assure full and equitable participation for members of special populations.

   The term "equal special populations" includes individuals with disabilities, educationally and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions.

   a. Individuals who are members of special populations will be provided with equal access to recruitment, enrollment, and placement activities.

   b. Individuals who are members of special populations will be provided with equal access to the full range of vocational education programs available to individuals who are not members of special populations, including specific courses of study, cooperative education, apprenticeship programs, and, to the extent practicable, comprehensive guidance and counseling services, and shall not be discriminated against on the basis of their status as members of special populations.

   c.

      (1) Vocational education programs and activities for individuals with disabilities will be provided in the most integrated setting appropriate in accordance with 34CFR.

      (2) Students with disabilities shall, with respect to vocational education programs, be afforded the rights and protections guaranteed such students under 34 CFR 104.41 through 104.47.

(3) Vocational education planning for individuals with disabilities will be coordinated between appropriate representatives of vocational education, special education, and State vocational rehabilitation agencies.

d. The provision of vocational education will be monitored to ensure that disadvantaged student and students of limited English proficiency have access to such education in the most integrated setting possible.

2. Provide the following information to each individual who requests information concerning or seeks admission to vocational education programs, and, when appropriate, assist in the preparation of applications relating to such admission:

   a. opportunities available in vocational education,
   b. requirements for eligibility for enrollment in vocational education,
   c. specific courses available,
   d. special services available,
   e. employment opportunities, and
   f. placement.

3. Provide the information contained in assurance #2 in a language and form that the students understand, to the extent practicable.

4. Assist students who are members of special populations to enter vocational education programs, and with respect to students with disabilities, assist in fulfilling the transitional service requirements of "Individuals With Disabilities Education Act".

5. Assess the special needs of students in programs receiving financial assistance from this application with respect to their successful completion of the vocational education program in the most integrated setting possible.

6. Provide supplementary services to students who are members of special populations, including, with respect to individuals with disabilities:

   a. curriculum modification,
   b. equipment modification,
   c. classroom modification,
   d. supportive personnel, and
   e. instructional aids and devices.

7. Provide guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provisions of such special services.

8. Provide counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities.

9. Assure that the district uses VATEA funds:

   a. To improve vocational education programs, with the full participation of individuals who are members of special populations, at a limited number of sites or in a limited number of program areas.

b. To give priority for assistance under this Application/Plan to sites or programs that serve the highest concentration of individuals who are members of special populations.

10. Cooperate/coordinate with the Sex Equity Program.

11. The district:

    a. Assures that those vocational education programs receiving funding are of such size, scope, and quality as to bring about improvement in the quality of education, and

    b. Will encourage all students, through counseling, to pursue a coherent sequence of courses, which lead to the learning of marketable job skills.

12. Provide under this Application/Plan a vocational education program that assists students who are economically disadvantaged, students of limited-English-proficiency, and students with disabilities to succeed through supportive services, such as counseling, English-language instruction, child care, and special aids.

13. Assure that sufficient demographic information will be provided to the State to permit it to carry out the allocation requirements in accordance with Section 240 of the Act.

CERTIFICATION

I hereby certify that the District's Vocational Education Application/Plan complies with the provisions of Title II, Part C, Sections 118, 235, and 240, P.L. 101-392, and supports the state's priorities as established by the needs assessment.

Signature of Superintendent/President ____________________ Date ____________________

Printed Name ____________________ Title ____________________

TO BE KEPT ON FILE IN DISTRICT OFFICE

California Community Colleges
YEAR-TO-DATE EXPENDITURE AND PROGRESS REPORT

Reporting Time Frame (Check One)

☐ 1st Quarter (7/1–9/30) *Due 10/31*
☐ 2nd Quarter (7/1–12/31) *Due 1/31*
☐ 3rd Quarter (7/1–3/31) *Due 4/30*
☐ 4th Quarter (7/1–6/30) *Due 7/31**
*(*include Match if required)*

1. **Agreement Number:** ____________ **Total Award: $** ____________
2. **District:** ____________
3. **Contact Person and Telephone Number:** ____________

4.	Source of Fund							Total Match[3]
5.	Expenditure by Object Code	Total Spent	Balance	Total Spent	Balance	Total Spent	Balance	
6.	1000 Instructional Salaries[1]							
7.	2000 Noninstructional Salaries[1]							
8.	3000 Employee Benefits							
9.	4000 Supplies & Materials							
10.	5000 Other Opr. Exp. & Svcs.							
11.	6000 Capital Outlay							
12.	7000 Other Outgo							
13.	Total Direct Expenditures[1]							
14.	Total Indirect Expenditures[2]							
15.	Total Expenditures							

[1] Administration is limited to 5 percent of the total direct expenditures.
[2] Not to exceed 4 percent of the total direct expenditures.
[3] Match, if required, needs to be reported only in the Final Quarter for the full year.

16. ***PROGRESS REPORT*** *(Check One)*

☐ Objectives and timelines are being met.   ☐ Objectives and/or timelines are not being met *(see explanation attached).*

This is to certify that the Year-to-Date Expenditure and Progress Report has been prepared in accordance with the applicable federal and State regulations. Further, to the best of my knowledge, the data contained in this report(s) are correct.

17. ____________
Project Director's Signature *Date*

____
Print Name

____
Superintendent or Designated Person's Signature *Date*

____
Print Name

540

233/CCGC-1 *(Rev. 1/27/94)*

YEAR-TO-DATE EXPENDITURE AND PROGRESS REPORT
Instructions for Completion

General Instructions: A year-to-date expenditure report is required for each grant distributed through apportionments. Complete a blank form for each grant or contract for each fiscal quarter. Each recipient of federal funds is required to report program outlays and program income quarterly using the same accounting basis, i.e., cash or accrual, which it uses in its local accounting system. The use of this form became effective July 1993 for all VATEA projects induding the VATEA IIC allocation. Check the language of each funding agreement. If specific grant or contract language stipulates other or additional forms, use this form in place of stipulated forms.

Reporting Time Frame: Check the box of the quarter that applies. The form is to report total accumulated expenditures incurred to the end of each fiscal quarter.

Line 1: Use the agreement number and award amount(s) listed on the grant agreement or contract signature page (e.g., 93-0123), not the grant application number used in the original proposal.

Line 2: If a college in a multicampus district is the grant or contract recipient, use the following format–district name, college name.

Line 3: List the individual to be contacted if questions arise about the contents of the form.

Line 4: Use a single pair of columns for each source of funds. The first column reports expenditures and the second column details unexpended balances relative to the approved total budget. Grants and contracts that have only one funding source with no local match required would use only one pair of columns. The agreement signature page of each grant or contract should provide the funding sources. Examples of funding sources include:

VATEA Title IIA, State Leadership
VATEA Title IIB-221, Single Parent, Displaced Homemakers, Single Pregnant Women
VATEA Title IIB-222, Gender Equity
VATEA Title IIC, Allocation
VATEA Title IIIA, Community-Based Organizations (CBO)
VATEA Title IIIB, Consumer Homemaking Education (CHE)
VATEA Title IIIE, Technical Preparation Education
Economic Development

Lines 5 through 15: Report amounts by summary object code as defined by the *California Community Colleges Budget and Accounting Manual.* The disaggregation listed in these year-to-date reports are the minimum required. Due to various program guidelines, additional disaggregation of costs may be required in the final claims. Indirect expenses and match requirements do not apply to VATEA IIC allocations.

Line 16: The agreements should detail the project's objectives and timelines expected. Reasonable progress toward completion of each project's objectives is expected unless explanations are provided to the contrary. Please explain progress different from general expectations on a second sheet. Each recipient of federal funds shall keep records of significant project experiences and results. The grantee shall use the records to determine progress in accomplishing project objectives and to revise those objectives if necessary. Records for these purposes shall be retained for five years after completion of the activity for which the funds were used.

Line 17: Both the project director's and the Superintendent or person's designated to obligate the district signatures are required on each form.

ail 2 copies to:

Grants and Contracts Unit
California Community Colleges
1107 Ninth Street, 7th Floor
Sacramento, CA 95814-3697

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SUPPORT FORM FOR PLANNING AND AUDIT PURPOSES FOR TITLE IIC FUNDS

PY: 19____ - 19____

California Community Colleges
Economic Development/Vocational Education
VATEA-3A (3/94)

________________________ Program Area

Date: ______________

_______ APPLICATION _______ REVISION _______ CLAIM

District ______________________________

Objects of Expenditures Classifications		Line No.	Apprenticeship (a)	Basic Skills (b)	Curriculum Development (c)	Economic Development (d)	Equipment (e)	Guidance & Counseling (f)	Instruction (g)
1000	Certificated Salaries	1							
2000	Classified Salaries	2							
3000	Employee Benefits	3							
4000	Books and Supplies	4							
5000	Contracts and Services	5							
6000	Capital Outlay	6							
TOTAL DIRECT COSTS		7							

(Continued)

SUPPORT FORM FOR PLANNING AND AUDIT PURPOSES FOR TITLE IIC FUNDS

PY: 19____ - 19____

California Community Colleges
Economic Development/Vocational Education
VATEA-3B (3/94)

____
Program Area
(Continued)

Date:________________

______ APPLICATION ______ REVISION ______ CLAIM

District ____________________

Objects of Expenditures Classifications		Line No.	Mentor (h)	Professional Development (i)	Supplementary Services (j)	Tech-Prep (k)	Administration (5% Max) (l)	Other * (m)	Total
1000	Certificated Salaries	1							
2000	Classified Salaries	2							
3000	Employee Benefits	3							
4000	Books and Supplies	4							
5000	Contracts and Services	5							
6000	Capital Outlay	6							
TOTAL DIRECT COSTS		7							

* Please List these areas of expenditures ____________________

CALIFORNIA DEPARTMENT OF EDUCATION
Career-Vocational Education Division

REQUIREMENT OF THE PERKINS ACT: TARGETING BY SITE OR PROGRAM

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (P.L. 101-392) requires (Section 235) eligible recipients to use the federal funds at a limited number of sites or in a limited number of program areas. The following examples are provided to assist local agencies with the decision to "target" by site or program.

Targeting by Program – Example

Program Areas (2)	Special Population Students					
	A. LEP	B. Handicapped	C. Disadvantaged Economic and Academic	D. Sex Bias (1)	E. Incarcerated	F. Totals
G. Agriculture	2	10	10	0	0	22
H. Business	60	26	71	0	0	157
I. Industrial and Technology	83	7	48	16	0	154
J. Home Economics	51	27	60	17	0	155
K. Health Careers	4	20	21	7	0	52
					Total # of Special Population Students in Vocational Education	540

- 540 Special Population Students
- 108 Average number of Special Population Students per program (Determined by dividing the Total Number of Special Population Students by the Number of Program Areas)

In this example the Business program must be targeted because it serves the greatest number of Special Population Students. Industrial and Technology and Home Economics may also be targeted, if desired, because the number of Special Population Students in these programs exceed the average.

Targeting by Site -- Example

Sites (2)	Special Population Students					
	A. LEP	B. Handicapped	C. Disadvantaged Economic and Academic	D. Sex Bias (1)	E. Incarcerated	F. Totals
G. School #1	277	124	396	125	0	922
H. School #2	161	81	475	118	0	835
I. School #3	357	77	268	86	0	788
J. School #4	551	93	86	60	0	790
					Total # of Special Population Students	3335

- 3335 Special population students
- 834 Average number of special population students per site (Determined by dividing the total number of Special Population Students by the number of sites)

In this example, School #1 must be targeted because it serves the greatest number of Special Population Students. School #2 may also be targeted because the number of Special Population Students served exceeds the average.

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Appendix 4

Assurances Of Reviews And Hearings

- Proof of Compliance with State Review Process
- Proof of Public Hearing Notice Publication
- Notice of Public Hearings
- Listing of Public Hearing Dates and Locations
- Listing of Plan Review Sites
- Form for Public Hearing Testimony Documentation

State of California
GOVERNOR'S OFFICE OF PLANNING AND RESEARCH
1400 TENTH STREET
SACRAMENTO 95814

PETE WILSON
GOVERNOR

LEE GRISSOM
DIRECTOR

(916) 445-0613

DATE:

TO:
BERNARD NORTON
STATE OF CALIFORNIA
721 CAPITOL MALL
SACRAMENTO, CA 95814

FROM:
Office of Planning and Research
State Clearinghouse

RE:
SCH NUMBER: 93003738
CATALOG NUMBER: 84243
TITLE: TECH-PREP EDUCATION
DESCRIPTION: TECH-PREP EDUCATION
END OF 30-DAY REVIEW: 12/30/93
END OF 60-DAY REVIEW: 01/29/94

The Office of Planning and Research has received and circulated for review your application for federal financial assistance.

No state or local agencies have indicated an intention to review your proposal in the allowed time frame. Accordingly, no state process recommendation will be made.

Therefore, this letter verifies your compliance with the State Review Process (pursuant to Executive Order 12372). Please include a copy of this letter and a completed Standard Form 424 with your application to notify the appropriate federal agency of compliance. No further communication with state or local agencies will be required on your part.

Thank you for your cooperation. Good luck with your application.

Sincerely,

LEE GRISSOM
Director

Appendix C 93 003738 **OMB Approval No. 0348-0043**

APPLICATION FOR FEDERAL ASSISTANCE

RECEIVED NOV 30 1993 STATE CLEARINGHOUSE

2. DATE SUBMITTED: November 29, 1993

Applicant Identifier: California Department of Education

3. DATE RECEIVED BY STATE:

State Application Identifier:

4. DATE RECEIVED BY FEDERAL AGENCY:

Federal Identifier:

1. TYPE OF SUBMISSION:
   - Application: ☐ Construction ☒ Non-Construction
   - Preapplication: ☐ Construction ☐ Non-Construction

5. APPLICANT INFORMATION

Legal Name: State of California

Organizational Unit: Department of Education

Address (give city, county, state, and zip code):
721 Capitol Mall
Sacramento, CA 95814

Name and telephone number of the person to be contacted on matters involving this application (give area code):
Bernard Norton
916-657-2449

6. EMPLOYER IDENTIFICATION NUMBER (EIN): 94-6001347

7. TYPE OF APPLICANT: (enter appropriate letter in box) A

A. State	H. Independent School Dist.
B. County	I. State Controlled Institution of Higher Learning
C. Municipal	J. Private University
D. Township	K. Indian Tribe
E. Interstate	L. Individual
F. Intermunicipal	M. Profit Organization
G. Special District	N. Other (Specify)

8. TYPE OF APPLICATION: ☐ New ☒ Continuation ☐ Revision

If Revision, enter appropriate letter(s) in box(es): C ☐

A. Increase Award B. Decrease Award C. Increase Duration
D. Decrease Duration Other (specify):

9. NAME OF FEDERAL AGENCY: U.S. Department of Education

10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 84.243

TITLE: Tech-Prep Education

11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Tech-Prep Education

12. AREAS AFFECTED BY PROJECT (cities, counties, states, etc.): State of California

13. PROPOSED PROJECT: Start Date 7/1/94 Ending Date 6/30/95

14. CONGRESSIONAL DISTRICTS OF: a. Applicant b. Project

15. ESTIMATED FUNDING:

a. Federal	$ 10,860,351	.00
b. Applicant	$	.00
c. State	$	.00
d. Local	$	.00
e. Other	$	.00
f. Program Income	$	.00
g. TOTAL	$ 10,860,351	.00

16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?

a. YES THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON

DATE November 29, 1993

b. NO ☐ PROGRAM IS NOT COVERED BY E.O. 12372

☐ OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW

17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?

☐ Yes If "Yes," attach an explanation. ☒ No

18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED

a. Typed Name of Authorized Representative: Susan Reese

b. Title: State Director of Vocational Education

c. Telephone number: 916-657-2532

d. Signature of Authorized Representative: Susan Reese

e. Date Signed: 11/29/93

Previous Editions Not Usable

Standard Form 424 (REV 4-88)
Prescribed by OMB Circular A-102

Authorized for Local Reproduction

State of California
GOVERNOR'S OFFICE OF PLANNING AND RESEARCH
1400 TENTH STREET
SACRAMENTO 95814

ETE WILSON
GOVERNOR

LEE GRISSOM
DIRECTOR

(916) 445-0613

DATE:

TO:
BERNARD NORTON
STATE OF CALIFORNIA
721 CAPITOL MALL
SACRAMENTO, CA 95814

FROM: Office of Planning and Research
State Clearinghouse

RE:
SCH NUMBER: 93003739
CATALOG NUMBER: 84174
TITLE: COMMUNITED BASED ORGANIZATIONS
DESCRIPTION: COMMUNITY BASED ORGANIZATIONS
END OF 30-DAY REVIEW: 12/30/93
END OF 60-DAY REVIEW: 01/29/94

The Office of Planning and Research has received and circulated for review your application for federal financial assistance.

No state or local agencies have indicated an intention to review your proposal in the allowed time frame. Accordingly, no state process recommendation will be made.

Therefore, this letter verifies your compliance with the State Review Process (pursuant to Executive Order 12372). Please include a copy of this letter and a completed Standard Form 424 with your application to notify the appropriate federal agency of compliance. No further communication with state or local agencies will be required on your part.

Thank you for your cooperation. Good luck with your application.

Sincerely,

LEE GRISSOM
Director

Appendix C 93003739 OMB Approval No. 0348-0043

APPLICATION FOR FEDERAL ASSISTANCE

2. DATE SUBMITTED
November 29, 1993

Applicant Identifier
California Department of Education

TYPE OF SUBMISSION:
Application
☐ Construction
☒ Non-Construction

Preapplication
☐ Construction
☐ Non-Construction

3. DATE RECEIVED BY STATE

State Application Identifier

4. DATE RECEIVED BY FEDERAL AGENCY

Federal Identifier

5. APPLICANT INFORMATION

Legal Name:
State of California

Organizational Unit:
Department of Education

Address (give city, county, state, and zip code):
721 Capitol Mall
Sacramento, CA 95814

Name and telephone number of the person to be contacted on matters involving this application (give area code)
Bernard Norton
916-657-2449

6. EMPLOYER IDENTIFICATION NUMBER (EIN):
94 – 6001347

7. TYPE OF APPLICANT: (enter appropriate letter in box) A

A. State	H. Independent School Dist.
B. County	I. State Controlled Institution of Higher Learning
C. Municipal	J. Private University
D. Township	K. Indian Tribe
E. Interstate	L. Individual
F. Intermunicipal	M. Profit Organization
G. Special District	N. Other (Specify) ________

8. TYPE OF APPLICATION:
☐ New ☒ Continuation ☐ Revision

If Revision, enter appropriate letter(s) in box(es): C ☐
A. Increase Award B. Decrease Award C. Increase Duration
D. Decrease Duration Other (specify):

9. NAME OF FEDERAL AGENCY:
U.S. Department of Education

10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 84.174

TITLE: Communited Based Organizations

11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:
Community Based Organizations

AREAS AFFECTED BY PROJECT (cities, counties, states, etc.):
State of California

13. PROPOSED PROJECT:

Start Date	Ending Date
7/1/94	6/30/95

14. CONGRESSIONAL DISTRICTS OF:
a. Applicant
b. Project

15. ESTIMATED FUNDING:

a. Federal	$ 1,206,944	.00
b. Applicant	$	.00
c. State	$	.00
d. Local	$	.00
e. Other	$	.00
f. Program Income	$	.00
g. TOTAL	$ 1,206,944	.00

16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?
a. YES THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON
DATE November 29, 1993
b. NO. ☐ PROGRAM IS NOT COVERED BY E.O. 12372
☐ OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW

17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?
☐ Yes If "Yes," attach an explanation. ☒ No

18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED

Typed Name of Authorized Representative
Susan Reese

b. Title
State Director of .
Vocational Education

c. Telephone number
916-657-2532

d. Signature of Authorized Representative
Susan Reese

e. Date Signed
11/29/93

Previous Editions Not Usable

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Prescribed by OMB Circular A-102

Authorized for Local Reproduction

State of California

GOVERNOR'S OFFICE OF PLANNING AND RESEARCH

1400 TENTH STREET
SACRAMENTO 95814

TE WILSON
GOVERNOR

LEE GRISSOM
DIRECTOR

(916) 445-0613

DATE:

TO:
BERNARD NORTON
STATE OF CALIFORNIA
721 CAPITOL MALL
SACRAMENTO, CA 95814

FROM:
Office of Planning and Research
State Clearinghouse

RE:
SCH NUMBER: 93003740
CATALOG NUMBER: 84048
TITLE: VOCATIONAL EDUCATION-BASIC GRANTS TO STATES
DESCRIPTION: VOCATIONAL EDUCATION BASIC GRANTS TO STATES
END OF 30-DAY REVIEW: 12/30/93
END OF 60-DAY REVIEW: 01/29/94

The Office of Planning and Research has received and circulated for review your application for federal financial assistance.

No state or local agencies have indicated an intention to review your proposal in the allowed time frame. Accordingly, no state process recommendation will be made.

Therefore, this letter verifies your compliance with the State Review Process (pursuant to Executive Order 12372). Please include a copy of this letter and a completed Standard Form 424 with your application to notify the appropriate federal agency of compliance. No further communication with state or local agencies will be required on your part.

Thank you for your cooperation. Good luck with your application.

Sincerely,

LEE GRISSOM
Director

Appendix C

OMB Approval No. 0348-0043

APPLICATION FOR FEDERAL ASSISTANCE

1. TYPE OF SUBMISSION:
Application
☐ Construction
☒ Non-Construction
Preapplication
☐ Construction
☐ Non-Construction

2. DATE SUBMITTED November 29, 1993

Applicant Identifier California Department of Education

3. DATE RECEIVED BY STATE

State Application Identifier

4. DATE RECEIVED BY FEDERAL AGENCY

Federal Identifier

5. APPLICANT INFORMATION

Legal Name: State of California

Organizational Unit: Department of Education

Address *(give city, county, state, and zip code):*
721 Capitol Mall
Sacramento, CA 95814

Name and telephone number of the person to be contacted on matters involving this application *(give area code)*
Bernard Norton
916-657-2449

6. EMPLOYER IDENTIFICATION NUMBER (EIN): 94-6001347

7. TYPE OF APPLICANT: *(enter appropriate letter in box)* A

A. State	H. Independent School Dist.
B. County	I. State Controlled Institution of Higher Learning
C. Municipal	J. Private University
D. Township	K. Indian Tribe
E. Interstate	L. Individual
F. Intermunicipal	M. Profit Organization
G. Special District	N. Other (Specify) ________

8. TYPE OF APPLICATION:
☐ New ☒ Continuation ☐ Revision

If Revision, enter appropriate letter(s) in box(es): C ☐
A. Increase Award B. Decrease Award C. Increase Duration
D. Decrease Duration Other *(specify)*:

9. NAME OF FEDERAL AGENCY: U.S. Department of Education

10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 84-048

TITLE: Vocational Education - Basic Grants to States

11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Vocational Education Basic Grants to States

12. AREAS AFFECTED BY PROJECT *(cities, counties, states, etc.)*: State of California

13. PROPOSED PROJECT:

Start Date	Ending Date
7/1/94	6/30/95

14. CONGRESSIONAL DISTRICTS OF:
a. Applicant
b. Project

15. ESTIMATED FUNDING:

a. Federal	$ 98,717,114	.00
b. Applicant	$	.00
c. State	$	.00
d. Local	$	.00
e. Other	$	.00
f. Program Income	$	.00
g. TOTAL	$ 98,717,114	.00

16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?
a. YES THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON
DATE November 29, 1993
b. NO. ☐ PROGRAM IS NOT COVERED BY E.O. 12372
☐ OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW

17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?
☐ Yes If "Yes," attach an explanation. ☒ No

18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED

a. Typed Name of Authorized Representative: Susan Reese
b. Title: State Director of Vocational Education
c. Telephone number: 916-657-2532
d. Signature of Authorized Representative: Susan Reese
e. Date Signed: 11/29/93

Previous Editions Not Usable

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Prescribed by OMB Circular A-102

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State of California

GOVERNOR'S OFFICE OF PLANNING AND RESEARCH

1400 TENTH STREET
SACRAMENTO 95814

ETE WILSON
GOVERNOR

LEE GRISSOM
DIRECTOR

(916) 445-0613

DATE:

TO:
BERNARD NORTON
STATE OF CALIFORNIA
721 CAPITOL MALL
SACRAMENTO, CA 95814

FROM:
Office of Planning and Research
State Clearinghouse

RE:
SCH NUMBER: 93003741
CATALOG NUMBER: 84049
TITLE: VOCATIONAL EDUCATION CONSUMER AND HOMEMAKING EDUCATION
DESCRIPTION: VOCATIONAL EDUCATION CONSUMER AND HOMEMAKING EDUCATION
END OF 30-DAY REVIEW: 12/30/93
END OF 60-DAY REVIEW: 01/29/94

The Office of Planning and Research has received and circulated for review your application for federal financial assistance.

No state or local agencies have indicated an intention to review your proposal in the allowed time frame. Accordingly, no state process recommendation will be made.

Therefore, this letter verifies your compliance with the State Review Process (pursuant to Executive Order 12372). Please include a copy of this letter and a completed Standard Form 424 with your application to notify the appropriate federal agency of compliance. No further communication with state or local agencies will be required on your part.

Thank you for your cooperation. Good luck with your application.

Sincerely,

LEE GRISSOM
Director

Appendix C [illegible] **OMB Approval No. 0348-0043**

APPLICATION FOR FEDERAL ASSISTANCE

2. DATE SUBMITTED November 29, 1993

Applicant Identifier California Department of Education

1. TYPE OF SUBMISSION:

Application
☐ Construction
☒ Non-Construction

Preapplication
☐ Construction
☐ Non-Construction

3. DATE RECEIVED BY STATE

State Application Identifier

4. DATE RECEIVED BY FEDERAL AGENCY

Federal Identifier

5. APPLICANT INFORMATION

Legal Name: State of California

Organizational Unit: Department of Education

Address (give city, county, state, and zip code):
721 Capitol Mall
Sacramento, CA 95814

Name and telephone number of the person to be contacted on matters involving this application (give area code)
Bernard Norton
916-657-2449

6. EMPLOYER IDENTIFICATION NUMBER (EIN): 94 – 6001347

7. TYPE OF APPLICANT: (enter appropriate letter in box) A

A. State	H. Independent School Dist.
B. County	I. State Controlled Institution of Higher Learning
C. Municipal	J. Private University
D. Township	K. Indian Tribe
E. Interstate	L. Individual
F. Intermunicipal	M. Profit Organization
G. Special District	N. Other (Specify):

8. TYPE OF APPLICATION:

☐ New ☒ Continuation ☐ Revision

If Revision, enter appropriate letter(s) in box(es): C ☐

A. Increase Award B. Decrease Award C. Increase Duration
D. Decrease Duration Other (specify):

9. NAME OF FEDERAL AGENCY: U.S. Department of Education

10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 84.049

TITLE: Vocational Education Consumer and Homemaking Education

11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Vocational Education Consumer and Homemaking Education

12. AREAS AFFECTED BY PROJECT (cities, counties, states, etc.): State of California

13. PROPOSED PROJECT:

Start Date	Ending Date
7/1/94	6/30/95

14. CONGRESSIONAL DISTRICTS OF:
a. Applicant
b. Project

15. ESTIMATED FUNDING:

a. Federal	$ 3,438,439 .00
b. Applicant	$ .00
c. State	$ .00
d. Local	$ .00
e. Other	$ .00
f. Program Income	$ .00
g. TOTAL	$ 3,438,439 .00

16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?

a. YES THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON

DATE November 29, 1993

b. NO. ☐ PROGRAM IS NOT COVERED BY E.O. 12372

☐ OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW

17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?

☐ Yes If "Yes," attach an explanation. ☒ No

18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED

a. Typed Name of Authorized Representative: Susan Reese

b. Title: State Director of Vocational Education

c. Telephone number: 916-657-2532

d. Signature of Authorized Representative: Susan Reese

e. Date Signed: 11/29/93

Previous Editions Not Usable

Standard Form 424 (REV 4-88)
Prescribed by OMB Circular A-102

Authorized for Local Reproduction

DECLARATION OF PUBLICATION
(C.C.P. 2015.5)

Resource Group
5015 Canyon Crest Dr Ste 107
Riverside, Ca 95207

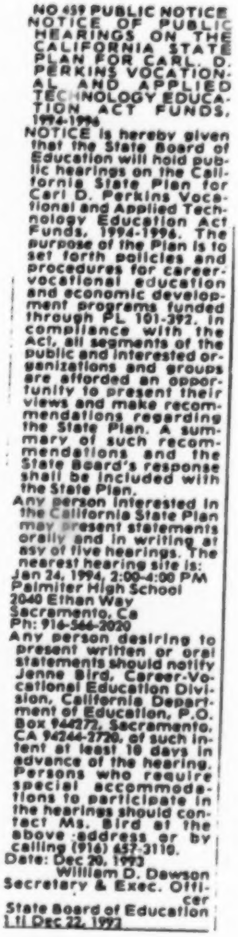
COUNTY OF SACRAMENTO
STATE OF CALIFORNIA

I am a citizen of the United States and a resident of the County aforesaid; I am over the age of eighteen years, and not a party to or interested in the above entitled matter. I am the printer and principal clerk of the publisher of The Sacramento Bee, printed and published in the City of Sacramento, County of Sacramento, State of California, daily, for which said newspaper has been adjudged a newspaper of general circulation by the Superior Court of the County of Sacramento, State of California, under the date of January 30, 1952, Action No. 88875; that the notice of which the annexed is a printed copy, has been published in each issue thereof and not in any supplement thereof on the following dates, to wit:

December 22, 1993

I certify (or declare) under penalty of perjury that the foregoing is true and correct and that this declaration was executed at Sacramento, California, on December 22 1993.

Jean Perkins
(Signature)



NO 459 PUBLIC NOTICE
NOTICE OF PUBLIC HEARINGS ON THE CALIFORNIA STATE PLAN FOR CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT FUNDS, 1994-1996

NOTICE is hereby given that the State Board of Education will hold public hearings on the California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds, 1994-1996. The purpose of the Plan is to set forth policies and procedures for career-vocational education and economic development programs funded through PL 101-392. In compliance with the Act, all segments of the public and interested organizations and groups are afforded an opportunity to present their views and make recommendations regarding the State Plan. A summary of such recommendations and the State Board's response shall be included with the State Plan.

Any person interested in the California State Plan may present statements orally and in writing at any of five hearings. The nearest hearing site is:

Jan 24, 1994, 2:00-4:00 PM
Palmiter High School
2040 Ethan Way
Sacramento, Ca
Ph: 916-566-2020

Any person desiring to present written or oral statements should notify Jenne Bird, Career-Vocational Education Division, California Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720, of such intent at least 10 days in advance of the hearing. Persons who require special accommodations to participate in the hearings should contact Ms. Bird at the above address or by calling (916) 657-3110.

Date: Dec 20, 1993

William D. Dawson
Secretary & Exec. Officer
State Board of Education
L11 Dec 22, 1993

BEST COPY AVAILABLE

RESOURCE GROUP
ATTN: ESTEBAN SORIANO
5015 CANYON CREST DR., STE 107
RIVERSIDE , CA 92507

PROOF OF PUBLICATION

COUNTY OF FRESNO
STATE OF CALIFORNIA

EXHIBIT A.

PUBLIC NOTICE

#34539

NOTICE OF PUBLIC HEARINGS ON THE CALIFORNIA STATE PLAN FOR CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT FUNDS, 1994-1996

Notice is hereby given that the State Board of Education will hold public hearings on the California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds, 1994-1996. The purpose of the Plan is to set forth policies and procedures for career-vocational education and economic development programs funded through Pl. 101-392. In compliance with the Act, all segments of the public and interested organizations and groups are afforded an opportunity to present their views and make recommendations regarding the State Plan. A summary of such recommendations and the State Board's response shall be included with the State Plan.

Any persons interested in the California State Plan may present statements orally and in writing at any of five hearings. The nearest hearing site is:

January 26, 1994
2:00-4:00 pm

State Building
2550 Mariposa
Fresno, CA
Phone: 209-445-5084

Any person desiring to present written or oral statements should notify Jeanne Bird, Career-Vocational Education Division, California Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720, of such intent at least 10 days in advance of the hearing. Persons who require special accomodations to participate in the hearings should contact Ms. Bird at the above address or by calling (916) 657-3110.

Dated: December 20, 1993

William D. Dawson
Secretary and Executive Officer
State Board of Education

(December 22, 1993)

The undersigned states:

McClatchy Newspapers in and on all dates herein stated was a corporation, and the owner and publisher of The Fresno Bee.

The Fresno Bee is a daily newspaper of general circulation now published, and on all-the-dates herein stated was published in the City of Fresno, County of Fresno, and has been adjudged a newspaper of general circulation by the Superior Court of the County of Fresno, State of California, under the date of October 29, 1923, Action No. 32711.

The undersigned is and on all dates herein mentioned was a citizen of the United States, over the age of twenty-one years, and is the principal clerk of the printer and publisher of said newspaper; and that the notice, a copy of which is hereto annexed, marked Exhibit A, hereby made a part hereof, was published in The Fresno Bee in each issue thereof (in type not smaller than nonpareil), on the following dates.

DECEMBER 22, 1993

Beginning on the day of 19 ,
to the day of 19 inclusive.

I certify (or declare) under penalty of perjury that the foregoing is true and correct.

Dated DECEMBER 22, 1993

558 Cathy Aguilera

FPROOFAD

CERTIFICATE OF PUBLICATION

(2015.5 C.C.P.)

in

San Mateo Times
and Daily News Leader

AMPHLETT PRINTING COMPANY
1080 SOUTH AMPHLETT BOULEVARD
SAN MATEO, CALIFORNIA

This space is for the County Clerk's Filing Stamp

STATE OF CALIFORNIA
County of San Mateo

I am a citizen of the United States, and a resident of the County aforesaid, over the age of eighteen years, and not a party to or interested in the above-entitled matter; and I am during and at all said times, the Principal Clerk of the Printer and Publisher of SAN MATEO TIMES AND DAILY NEWS LEADER, a newspaper of general circulation, printed and published daily (Sunday excepted) in the City of SAN MATEO, County of San Mateo, and which newspaper has been adjudged a newspaper of general circulation by the Superior Court of the County of San Mateo, State of California, under the date of September 21, 1951, Case Number 55795; [illegible]at the notice of which the annexed is a printed copy [illegible] in type not smaller than nonpareil), has been pub[illegible]hed in each regular and entire issue of said newspaper and not in any supplement thereof on the following dates, to-wit:

Wednesday, December 22, 1993

I certify (or declare) under penalty of perjury that the foregoing is true and correct.

Dated at San Mateo, California, this 22nd

day of December, 1993.

Angela Washington

/s/ By Angela Washington

Certificate of Publication

NOTICE OF PUBLIC HEARINGS ON THE CALIFORNIA STATE PLAN FOR CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT FUNDS, 1994-1996

Notice is hereby given that the State Board of Education will hold public hearings on the California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds, 1994-1996. The purpose of the Plan is to set forth policies and procedures for career-vocational education and economic development programs funded through PL 101-392. In compliance with the Act, all segments of the public and interested organizations and groups are afforded an opportunity to present their views and make recommendations regarding the State Plan. A summary of such recommendations and the State Board's response shall be included with the State Plan.

Any person interested in the California State Plan may present statements orally and in writing at any of five hearings. The nearest hearing site is:

January 27, 1994
10:00 am - 12:00 Noon
San Mateo College District
Board Room
3401 College San Mateo Drive
San Mateo, CA

Any person desiring to present written or oral statements should notify Jeanne Bird, Career-Vocational Education Division, California Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720, of such intent at least 10 days in advance of the hearing. Persons who require special accommodations to participate in the hearings should contact Ms. Bird at the above address or by calling (916) 657-3110.

Dated: December 20, 1993

William D. Dawson
Secretary and Executive Officer
State Board of Education

Published in San Mateo Times, Wednesday, December 22, 1993. (631739)

CERTIFICATE OF PUBLICATION

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PROOF OF PUBLICATION
(2015.5 C.C.P.)

[illegible] OF CALIFORNIA,
[illegible] of San Bernardino }

I, JOYCE E. TERRY do hereby declare that I am a citizen of the United States and a resident of the County aforesaid; I am over the age of eighteen years, and not a party to or interested in the above-entitled matter. I am the Legal Advertising Clerk of the

INLAND VALLEY DAILY BULLETIN
(Formerly The Daily Report)

a newspaper of general circulation, printed and published daily in the City of Ontario, County of San Bernardino, State of California, under the date of August 24, 1951, Case Number 70663; that the notice, of which the annexed is a printed copy (set in type not smaller than nonpareil), has been published which regular and entire issue of said newspaper a[illegible]ot in any supplement thereof on the following dates, to-wit:

December 23, 1993

I declare under penalty of perjury that the foregoing is true and correct.

Dated at Ontario, California, this 23rd day of

December, 1993.

Joyce E Terry
Signature

Proof of Publication of

Notice of Public Hearings

[illegible]lifornia Department of Education

NOTICE OF PUBLIC HEARINGS ON THE CALIFORNIA STATE PLAN FOR CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT FUNDS, 1994-1996

Notice is hereby given that the State Board of Education will hold public hearings on the California State Plan for Carl D. Perkins' Vocational and Applied Technology Education Act Funds, 1994-1996. The purpose of the Plan is to set forth policies and procedures for career-vocational education and economic development programs funded through PL-101-392. In compliance with the Act, all segments of the public and interested organizations and groups are afforded an opportunity to present their views and make recommendations regarding the State Plan. A summary of such recommendations and the State Board's response shall be included with the State Plan.

Any person interested in the California State Plan may present statements orally and in writing at any five hearings. The nearest hearing site is:

January 25, 1994
3:00-5:00 pm
Chaffey College
Staff Lounge
5885 Haven Ave.
Rancho Cucamonga, CA 91739 Phone: 909-460-1516

Any person desiring to present written or oral statements should notify Jeanne Bird, Career-Vocational Education Division, California Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720, of such intent at least 10 days in advance of the hearing. Persons who require special accommodations to participate in the hearings should contact Ms. Bird at the above address or by calling (916) 657-3110.

Dated: December 20, 1993
William D. Dawson
Secretary and Executive Officer
State Board of Education
Pub: 12/23, 1993 DC68419

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(2015.5 C.C.P.)

This space is for the County Clerk's Filing Stamp

STATE OF CALIFORNIA,
COUNTY OF LOS ANGELES,

I am a citizen of the United States States and a resident of the County aforesaid; I am over the age of eighteen years, and not a party to or interested in the above-entitled matter. I am the principal clerk of the printer of the Long Beach Press-Telegram, a newspaper of general circulation, printed and published 7 times each week in the City of Long Beach, County of Los Angeles, and which newspaper has been adjudged a legal newspaper of general circulation by the Superior Court of the County of Los Angeles, State of California, under the date of March 21, 1934.

Case Number 370512; that the notice, of which the annexed is a printed copy (set in type not smaller than nonpareil), has been published in each regular and entire issue of said newspaper and not in any supplement thereof on the following dates, to-wit:

December 23,
all in the year 1993.

I certify (or declare) under penalty of perjury that the foregoing is true and correct.

Dated at Long Beach, California, this 23rd day of December, 1993.

Signature

Press-Telegram Legal
Advertising Department

604 Pine Ave., Long Beach, Ca., 90844
(310) 499-1236

PROOF OF PUBLICATION OF
State Board of Education
NOTICE OF PUBLIC HEARINGS

NOTICE OF PUBLIC HEARINGS ON THE CALIFORNIA STATE PLAN FOR CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT FUNDS, 1994-1996

Notice is hereby given that the State Board of Education will hold public herings on the California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds, 1994-1996. The purpose of the Plan is to set forth policies and procedures for career-vocational education and economic development programs funded through PL 101-392. In compliance with the Act, all segments of the public and interested organizations and groups are afforded an opportunity to present their views and make recommendations regarding the State Plan. A summary of such recommendations and the State Board's response shall be included with the State Plan.

Any person interested in the California State Plan may present statements orally and in writing at any of five hearings. The nearest hearing site is:

January 25, 1994, 9:00 - 11:00 a.m.
Cerritos Community College
Board Room
11110 Alondra Blvd.
Norwalk, CA
Phone: 310-860-2451

Any person desiring to present written or oral statements should notify Jeanne Bird, Career-Vocational Education Division, California Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720, of such intent at least 10 days in advance of the hearing. Persons who require special accommodations to participate in the hearings should contact Ms. Bird at the above address or by calling (916) 657-3110.

Dated: December 20, 1993

William D. Dawson
Secretary and Executive Officer
State Board of Education

Pub. Dec. 23 1993(1(PT)591632-Bus)

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NOTICE OF PUBLIC HEARINGS ON THE CALIFORNIA STATE PLAN FOR FUNDS FOR 1994-96 UNDER THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1990 (PL 101-392)

Notice is hereby given that public hearings will be conducted by the California Department of Education (CDE), Career-Vocational Education Division, under the auspices of the State Board of Education and pursuant to the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (PL 101-392, Section 113 (a) (2) (B); Title 20, United States Code, Section 2323 (a) (2) (B), on a State Plan for the education of students in California. CDE proposes to afford all segments of the public and interested organizations and groups an opportunity to present their views and make recommendations regarding the State Plan.

PURPOSE OF THE STATE PLAN

The purpose of the plan is to set forth policies and procedures for promoting economic development in California through a competitive and competent workforce, as well as a balanced work and family life, and improved collaboration and coordination among education, labor, industry, and the community.

PUBLIC HEARING SITES/REVIEW SITES

Public hearings are scheduled in January 1994 at five sites throughout California. These are listed on Attachment 1. Additionally, copies of the draft plan and all proposed appendices will be available for review by the public at ten other sites, listed on Attachment 2, from January 7 to January 27, 1994. Complete copies of the draft plan will be mailed to each secondary school district superintendent, Regional Occupational Center/Program, and Adult Education Program that is a recipient of Perkins funds.

TESTIMONY AND WRITTEN COMMENTS

Individuals and groups are asked to make comments and recommendations either orally or in writing at the public hearings. Written comments may also be submitted directly to CDE at the address below, postmarked no later than January 28, 1994. Forms to submit comments, suggestions, or recommendations regarding the plan will be available at each public hearing and at each review site, or may be requested from CDE at the address below.

SPECIAL ACCOMMODATIONS

Persons who require special accommodations to participate in the hearings or to view the plan should contact Jeanne Bird, at Career-Vocational Education Division, California Department of Education; P.O. Box 944272, Sacramento, CA 94244-2720.

FAX: 916/657-5079 PHONE: 916/657-3110

Attachments

CAREER VOCATIONAL EDUCATION STATE PLAN LISTING OF PUBLIC HEARING DATES AND LOCATIONS

January 24, 1994 2:00 - 4:00 pm	Palmiter High School 2040 Ethan Way Sacramento, CA Phone: 916/566-2020
January 25, 1994 9:00 - 11:00 am	Cerritos Community College Board Room 11110 Alondra Blvd Norwalk, CA Phone: 310/860-2451
January 25, 1994 3:00 - 5:00 pm	Chaffey College Staff Lounge 5885 Haven Ave Rancho Cucamonga, CA 91737 Phone: 909/460-1516
January 26, 1994 2:00 - 4:00 pm	State Building Assembly Room, 1st Floor 2550 Mariposa Fresno, CA Phone: 209/445-5084
January 27, 1994 10:00 - 12:00 pm	San Mateo College District Board Room 3401 College San Mateo Dr. San Mateo, CA Phone: 415/574-6550

CALIFORNIA CAREER VOCATIONAL EDUCATION STATE PLAN SITES AND REVIEW SITES

Shasta-Trinity ROP
4659 Eastside Road
Redding, CA 96001
Contact: Robert Pace, Director
Phone: 916/246-3302
FAX: 916/246-3306

San Diego Co. ROP
6401 Linda Vista Road
San Diego, CA 92111
Contact: Dr. Richard Adams, Dir.
Phone: 619/292-3580
FAX: 619/268-9726

Los Angeles Co. ROC/P
8435 Eastern Avenue
Bell Gardens, CA 90201-6116
Contact: Clell Hoffman, Director
Phone: 310/922-6842
FAX: 310/928-1638

Fresno Metro ROC/P
11 South Tellman
Fresno, CA 93706
Contact: Bud Steuart, Admin.
Phone: 209/264-9767
FAX: 209/264-6398

Ventura County ROP
Supt. of Schools
Education Facilities
465 Horizon Circle
Camarillo, CA 93010
Contact: Jim Compton, Director
Phone: 805/388-4423
FAX: 805/388-4428

San Mateo Co. ROP
101 Twin Dolphin Drive
Redwood City, CA 94065-1064
Contact: Diane Centoni, Adm.
Phone: 415/802-5411
FAX: 415/802-5414

Kern County ROP
East Kern Center
15926 K St
Mojave, CA 93501
Contact: Daniel McQuillen, Dir.
Phone: 805/824-9313
FAX: 805/834-9316

Riverside County Office of
Education ROP
Grindstaff Center
3939 13th Street
Riverside, CA 92502-0868
Contact: Richard Collins, Dir.
Phone: 909/358-2860
FAX: 909/358-2862

Humboldt County ROP
901 Myrtle Avenue
Eureka, CA 95501
Contact: John Sapper, Principal
Phone: 707/445-7122
FAX: 707/445-7145

California Department of Educ.
721 Capitol Mall
Sacramento, CA 95814
Contact: Edith Smartt
Phone: 916/657-2451
FAX: 916/657-5079

Office Use: Side____ C#________

California State Plan For Use Of Carl D. Perkins Funds: 1994-96

ORAL/WRITTEN TESTIMONY DOCUMENTATION

Today's Hearing Location: (Check One Box)

☐ Sacramento
☐ Norwalk
☐ Rancho Cucamonga
☐ Fresno
☐ San Mateo
☐ Other:__________

Your Testimony Format Today: (Check One Box)

☐ Oral Presentation Only
☐ Oral Presentation With Written Comments
☐ Written Comments Only

Please Print Your:

Name: ______________________________

Title: ______________________________

Address: ______________________________

____

Daytime Telephone: (   )______________ FAX: (   )______________

If You Are Formally Representing An Organization:

Name of Organization: ______________________________

Is your testimony approved by the organization as its official position: ____ Yes ____No

Approximate date of organization action approving testimony/position: __________

Indicate The Main Points Or Issues Your Testimony Addresses:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

Please Sign Your Name Here: ______________________________

Appendix 5

Inventory Of Tech Prep Programs

Tech-Prep Program Inventory

Fiscal Agent	Participating Institution(s)		Amount	Program Area(s)
91-0576 Allan Hancock Joint CCD Allan Hancock College **Dr. Marjorie Carson** (805) 922-6366 Ext. 3537	North Santa Barbara County ROP Lucia Mar USD Santa Maria Joint UHSD Calif. Polytechnic State Univ., SLO	Santa Ynez High School Lompoc USD St. Joseph High School Santa Barbara County Schools	$57,625	Business Education
91-0577 Antelope Valley Union HSD Antelope Valley College **June Fehrs Battey** (805) 948-7655 Ext. 263	Antelope Valley Union HSD Antelope Valley Union HSD/Educ. Svcs. Antelope Valley Union HSD/Adult School Antelope Valley Union HSD/Quarty HS CSU Los Angeles Antelope Valley Union HSD/ROP Antelope Valley Economic Develop. Corp.	Edwards Air Force Base High Desert Hospital Southern California Edison Company Rockwell International Northrop B-2 Division Wal Mart Lancaster City of Palmdale	$57,625	Health Care Business Education Computer Technology
910578 Baldwin Park USD, Adult and Continuing Education/Adult Career Training Center Mt. San Antonio College **Adriana Figueroa** (818) 960-0384	Baldwin Park USD East San Gabriel Valley ROP Calif. State Ploytechnic University, Pomona Baldy View ROP Bank of America Tri Community Adult El Monte Rosemead Adult School La Puente Valley ROP Dept. of Rehabilitation, California West Covina USD Employment Develop. Dept., California Starbrate Aqua Filter System/Walnut Chamber S.J. Speer Assoc. Inland Valley Daily Bulletin City of West Covina Small Business Development	S.G. Valley Area Tandex Test Labs Halcyon Microelectronics Ambrite Corporations Webster Labs Southern California Edison company Avery-Dennison General Dynamics Pomona EDD Wayne Fukula and Assoc. Coleman Realty General Telephone Covina Valley USD Bonita USD Ameritecc Corp. Hacienda La Puente USD Center for International Trade	$57,225	Keyboarding/Typing Bookkeeping/Accounting Work Processing computer Applications Business English Business Math

CCD	Community College District	USD	Unified School District	CSU	California State University	UC	University of California
COE	County Office of Education	UHSD	Union High School District	HSD	High School District	UHS	Unified High School

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Tech-Prep Program Inventory *(Continued)*

Fiscal Agent	Participating Institution(s)		Amount	Program Area(s)
91-0579 Baldy View ROP Chaffey College **Larry Weigel** (909) 624-0063	Baldy View ROP Chaffey Joint Union HSD Chino USD Claremont USD Upland USD Fontana USD Claremont College Braveo Financial Services Astara, Inc. Ford of Upland AVCO Financial	Fromer Psych Center FHP, Inc. Security Pacific Bank Bank of America Center Bank First Interstate Bank Wells Fargo Bank American General Finance Chino Valley Bank Chaffey Federal Credit Union Associated financial Service	$57,625	Business Education Office Technology Computer Science Engineering Drafting Child Development Child Care Certification
91-0580 Butte CCD Butte College **Larry Newman** (916) 895-2453	Chico USD Gridley Union HSD Hamilton Union HSD Oroville Union HSD and High School Orland Joint Union DS Paradise USD Willows USD	CSU Chico Butte County ROP Glenn County ROP Mid-Valley Tractor The Plant Barn Oroville Hospital Enloe Hospital	$57,625	Agriculture Health Careers Industrial Technology Business Home Economics Engineering
91-0581 Cabrillo CCD Cabrillo College **Lynn Harlan** (408) 479-6272	Pajaro Valley USD Watsonville High School Santa Cruz county ROP UC Santa Cruz Granite Construction	Santa Cruz Operations San Lorenzo Valley High School Soquel High School Harbor High School San Jose State	$57,625	Electronics Technology Drafting Technology
91-0582 Capistrano-Laguna Beach ROP Saddleback College **David Wheeler** 714) 496-3118	Capistrano-Laguna Beach ROP	Capistrano USD	$57,625	Business Education

CCD	Community College District	USD	Unified School District	CSU	California State University	UC	University of California
COE	County Office of Education	UHSD	Union High School District	HSD	High School District	UHS	Unified High School

Tech [illegible] Program Inventory *(Continued)*

Fiscal Agent	Participating Institution(s)		Amount	Program Area(s)
91-0583 Cerritos CCD Cerritos College **Lorraine Edson-Perone** (310) 860-2451 Ext. 215 or 320	Cerritos CCD ABC USD Southeast ROP	Downey USD Bellflower USD Norwalk-La Mirada USD	$57,625	Business Health Occupations Technology
91-0584 Chabot-Las Positas CCD Las Positas College **Jackie Sleibaugh** (510) 455-9416	Tri Valley ROP Dublin Schools Livermore School District Pleasanton USD Education Workforce Project	Alameda Private Industry Council Chrysler Corp. Ford Parts and Service Division The Service Station Sun Electric Corporation	$57,625	Auto Technology Drafting
91-0585 Citrus CCD Citrus College **Bart Bartel** (818) 914-8708	Baldy View ROP East San Gabriel Valley ROP Monrovia USD Azusa USD Glenn Davis Automotive Certified Auto Specialist Advance Infant Development Toyota	Independent Repair Shop Bureau of Automotive Repair Snap on Tools Duarte USD Glendora USD Claremont USD San Antonio ROP Los Angeles ROP	$57,500	Child Development Auto Technology
91-0586 Coast CCD Orange Coast College Golden West College Coastline Community College Dr. Susan B. Carreon (714) 895-8216	Newport-Mesa UHS Costa Mesa HS Coastline ROP Costa Mesa Chamber of Commerce Hunting Beach Union High School	Westminister High School CSU Long Beach Westminister Chamber of Commerce Central County Regional Occupational Prog. Fountain Valley Chamber of Commerce	$171,675	Business Occupations Health Occupations Industrial and Technology Education Occupations

CCD	Community College District	USD	Unified School District	CSU	California State University	UC	University of California
COE	County Office of Education	UHSD	Union High School District	HSD	High School District	UHS	Unified High School

Tech [illegible] Program Inventory *(Continued)*

Fiscal Agent	Participating Institution(s)		Amount	Program Area(s)
91-0587 Compton CCD Compton Community College **Dr. Roberta West** (310) 637-2660	Compton USD	Riley Johnson	$57,625	Automotive Technology Business Child Development
91-0588 Contra Costa CCD Contra Costa College **William R. Dabney** (510) 235-7800 Ext. 426 Diablo Valley College **Linda Sullivan** (510) 685-1230 Ext. 225 Los Medanos **Dr. Thais Kishi** (510) 439-2181	Richmond USD/ROP Bio Rad Laboratories Bay Area Bioscience Center Berlax Bioscience Miles-Cutter Lab Antioch USD Liberty Union HSD Pittsburg USD	Contra Costa USD Delta Memorial Hospital Los Mendanos Community Hospital Mt. Diablo Medical Center Mt. Diablo High School ROP Program Contra Costa High School Richond Unified Schools	$172,475	Bio Technology Admissions/Matriculation Hotel/restaurant Management Baking Certificate Program Nursing and Academic Curriculum Academic Core Curriculum Development and Articulation
91-0589 Desert CCD Desert, College of the -- Copper Mountain Campus **John R. Madden** (619) 366-3791	Morongo USD Daigneult, Smith Assoc. Jack Shay Collins Computer Innovations Marshall Motor Cars	Lee Usher Yacca Valley Chrysler Center Chief Auto Parts Kragen Auto Parts Pomona First Federal Savings and Loan	$57,625	Mathematics Science Automotive Technology Computer Technology Business
91-0590 Foothill-DeAnza CCD Foothill College DeAnza College **Fred A. Crithchfield** (415) 949-7255	Lemont Union HSD Monta Vista High School North County ROP CSU San Jose Cupertino High School Fremont High School homestead High School Lynbrook High School Palo Alto USD	Los Altos High School Mountain View -- Los Altos HSD Mountain View High School Central County ROP Santa Clara University Sunnyvale Chamber of Commerce The HR Link Lockhead Missiles and Space Company Bay Area Council	$115,250	Business Engineering/Technology Health Occupations

CCD	Community College District	USD	Unified School District	CSU	California State University	UC	University of California
COE	County Office of Education	UHSD	Union High School District	HSD	High School District	UHS	Unified High School

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Tech Program Inventory *(Continued)*

Fiscal Agent	Participating Institution(s)		Amount	Program Area(s)
91-0591 Gavilan Joint CCD Gavilan College **Martin L. Johnson** (408) 848-4885-	Santa Clara ROP Gavilan College Gilroy USD Morgan Hill USD San Benito HSD	Growth Opportunity, Inc. Kurz Instruments San Benita Hospital Distributing Aromas/San Juan USD	$57,625	Licensed Vocational Nurse Industrial Drafting Child Development
91-0592 Glendale CCD Glendale Community College **Jim Baugh** (818) 240-1000 Ext. 5158	Glendale UHSD Secom Industries	Los Angeles Police Credit Union Foyo Jitsugyo USA, Inc.	$57,533	Engineering/Drafting Technical Education CADAM Applied Physics Electronics computer Technology Welding Machining Accounting Typing Food Service Aviation
91-0593 Grossmont-Cuyamaca CCD Cuyamaca College Grossmont College **Ann Daluiso** (619) 465-1700 Ext. 327	Grossmont UHSD Vocational & ROP Service – East County CSU San Diego	UNISYS Hilb. Rogal and Hamilton Great Western Bank	$114,450	Electronics Drafting Accounting Insurance
91-0594 Imperial Valley ROP Imperial Valley College **Elenor E. Kussman** (619) 339-6434	Imperial Valley College Brawley Union HSD Imperial Valley ROP	San Diego State University/ Imperial Valley Campus	$57,625	Business Office Technology Administration of Justice Nursing/Health Technology

CCD	Community College District	USD	Unified School District	CSU	California State University	UC	University of California
COE	County Office of Education	UHSD	Union High School District	HSD	High School District	UHS	Unified High School

Tech Program Inventory *(Continued)*

Fiscal Agent	Participating Institution(s)		Amount	Program Area(s)
91-0595 Kern CCD Bakersfield College Cerro Coso College Porterville College Taft College **Lloyd Hokit** (805) 395-4348	Kern CCD Kern HSD CSU Bakersfield Employers Training Resources Nord and Assoc., Inc.	Kern HSD/ROC Kern County Superintendent of Schools Employment Development Department of CA West Kern CCD	$230,500	Health Careers Office Technology Engineering/Engineering Tech. Agricultural Tech./Industrial Tech. Human Services Criminal Justice/Corrections
91-0596 Lemoore Union HSD West Hills College **Harry Sussman** (209) 924-6611	Lemoore Union HSD	Kings County ROP	$57,225	Business Marketing Computer Science
91-0597 Los Angeles CCD East Los Angeles College **Dr. Dean Athans** (213) 265-8858	Alhambra School District Los Angeles county RO CSU Los Angeles Los Angeles USD Lockman and Assoc.	Unocal N.L. Mandley, Inc. TRW Technar Southern California Gas Company	$57,625	Engineering Technology Office Administration
91-0598 Los Angeles CCD Los Angeles City College **Caquese Chaffin** (213) 953-4207	Grant High School CSU Los Angeles Kaiser Permanente, Los Angeles	Kelly Temporary Services Mayor's Office	$57,225	Office Administration

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COE	County Office of Education	UHSD	Union High School District	HSD	High School District	UHS	Unified High School

Fiscal Agent	Participating Institution(s)		Amount	Program Area(s)
91-0599 Los Angeles CCD Los Angeles Mission College **Eloise Cantrell** (818) 364-7625	Los Angeles USD Los Angeles County ROP/Adult School CSU Northridge Kellogg Law Inc.	City of Los Angeles Justice Department Marriott Hotels Holiday Inn	$57,625	Culinary Arts Administration of Justice Graphic Arts Auto CAD
91-0600 Los Angeles CCD Los Angeles Pierce College **Elizabeth Rinnander** (818) 719-6451	Los Angeles USD CSU Los Angeles	Los Angeles Kaiser	$57,625	Office Business/Administration
91-0601 Los Angeles CCD West Los Angeles College **Scott Pumphrey** (310) 287-4476	Los Angeles USD Westchester High School North Valley Occupational Center San Jose State University Culver City USD LA County Regional Occupational Program	Continental Airlines United Airlines Garrett Aviation American Airlines Los Angeles County ROP CSU Domiguez Hills	$57,625	Aviation Maintenance Aircraft Electronics Electronics Business Paralegal Computer Science Hazardous Materials Child Development
91-0602 Los Rios CCD American River College **Dr. George Gridely & Jim Comins** (916) 484-8675	CSU Sacramento Center USD Grant Union HSD	San Juan USD Sacramento County Office of Ed. ROP	$57,625	Engineering Technology Health Careers Automotive Collision Repair Technologies
91-0603 Los Rios CCD Cosumnes River College **Gert Tipton** (916) 688-7205	Elk Grove USD	Folsom/Cordova USD	$57,625	Food Service Business Accounting Automotive Technology

CCD	Community College District	USD	Unified School District	CSU	California State University	UC	University of California
COE	County Office of Education	UHSD	Union High School District	HSD	High School District	UHS	Unified High School

Fiscal Agent	Participating Institution(s)		Amount	Program Area(s)
91-0604 Los Rios CCD Sacramento City College **Dr. Thomas J. Adams** (916) 558-2363	Sacramento City USD	Washington USD	$57,625	Technology Cluster Mech. electrical Technology Drafting Electronics Metals Business Cluster Office Administration Computer Information Science Visual Communications Cluster Print Technology Graphics Visual Communication Computer Technology Health Career Cluster Careers with Children Early Childhood Education Nursing Dental Technology Occupational Physical Therapy Public Service Administration of Justice
91-0605 Mendocino-Lake CCD Mendocino College **Dr. Victoria Patterson** (707) 468-3408	Leggett High School Laytonville High School Anderson Valley High School Ukiah High School	Kelseyville High School Clearlake High School Potter Valley High School Upper Lake Union HS	$57,625	Business Health Services
91-0606 Merced CCD Merced College **Dr. Anne Newins** (209) 384-6107	Merced Union HSD Merced COE Los Banos USD LeGrand HSD Dos Palos Joint Union HSD	Chowchilla HSD Merced City PIC Merced City GAIN Headstart	$57,625	Applied Business Management Technologies Supervisory Training Applied Industrial mech. Technologies Automotive Technology Applied Health/Human Services Tech. Early Childhood Education

CCD Community College District
COE County Office of Education
USD Unified School District
UHSD Union High School District
CSU California State University
HSD High School District
UC University of California
UHS Unified High School

Fiscal Agent	Participating Institution(s)		Amount	Program Area(s)
91-0607 Mission Trails ROP *(Monterey County Tech Prep Consortium)* Hartnell College Monterey Peninsula College **Trina Bass** (408) 753-4209	Salinas Junior HSD Salinas Union HSD San Jose State University Monterey Peninsula USD	Mission Trails ROP North Monterey County HSD King City UHSD Gonzales UHSD	$115,250	Computer Science Information Business Hospitality Health Automotive Technology Mill and Cabinetry
91-0608 Napa Valley CCD Napa Valley College **Nadine Wade-Gravett** (707) 253-3221	Business Education Partnership (BEP) The Vintage Bank The Doctor Company Napa Valley Bank State Farm Insurance Vallerga's Market	St. Helena USD Napa Valley USD Napa COE John Burke Napa County ROP	$57,625	Office Support Operations Computer/Data Processing Health
91-0609 North Orange County CCD Cypress College **Laurie Manseau** (714) 776-2170 Ext. 253	Anaheim Union HSD Cypress High School Cypress Chamber of Commerce North Orange County ROP	La Palma Intercommunity Hospital Pacificare Health System North Orange County CCD/Adult Ed. FJUHSD	$57,625	Applied Math Biology Chemistry Communications Health Information Systems Occup.
91-0610 North Orange County CCD Fullerton College **Marilouise Carlisle** (714) 992-7731	Fullerton Joint USHD North Orange County ROP	North Orange County CCD/Adult Ed.	$57,625	Applied Math Biology and Chemistry Applied Math II Principles of Technology Accounting
91-0611 Palomar CCD Polomar College **Paul Kelly** (619) 744-1150 Ext. 2276	Vista USD San Marcos USD CSU San Marcos Ramona Unified	Escondido Unified Poway Unified Fallbrook Unified	$57,275	Graphics Automotive Computer Aided Design and Business

CCD	Community College District	USD	Unified School District	CSU	California State University	UC	University of California
COE	County Office of Education	UHSD	Union High School District	HSD	High School District	UHS	Unified High School

Tech- Program Inventory *(Continued)*

Fiscal Agent	Participating Institution(s)		Amount	Program Area(s)
91-0612 Pasadena Area CCD Pasadena City College **Jeffrey Mattes** (818) 585-7200	Pasadena USD Los Angeles County ROP Loma Linda University San Diego COE California Dental Association	Dental Assistants Association Dental Hygienist Association Dental Lab Technician Association University of Southern California	$57,225	Dental Assisting Dental Hygiene Dental Lab Technician Dentistry
91-0613 Peralta CCD College of Alameda Laney College Merritt College Vista College **Peter Crabtree** (510) 466-7210	Oakland USD Oakland/Alameda ROP Alameda USD Berkeley USD Berkeley Unified UC Berkeley San Francisco State University Contra Costa COE Port of Oakland Chiron Corp. Kaiser Air	Hoses Unlimited United Airlines Plane Staff Xoma Corporation Miles Inc. Bay Area Bio Science Center City of Oakland Kaiser Permanente Medical Care Prog. Albany High School Emery High School	$230,500	Business Education Health Careers/Medical Applications/Radiologic Technology Applications Aviation Mechanics Office Admin. and Info. Technology Radiologic Technologist Biotechnology Technician
91-0614 Rancho Santiago CCD Rancho Santiago College **Dr. George Osborn** (714) 564-4081	Orange USD Santa Ana USD	Central County ROP/Santa Ana USD	$57,225	Applied Technology Applied Math Applied Biology and Chemistry Applied Communications Business Standards Health Standards Technology Standards
91-0615 Redwoods CCD Redwoods, College of the **Maren Rose** (707) 445-6962	Eureka City School District Humboldt COE CSU Humboldt Southern Humboldt Unified Fort Bragg Unified Humboldt County Office of Education Mendocino County Office of Education	Del Norte Union High School Mendocino HSD North Humboldt Union Fortuna Unified Ferndale Union Klamath-Trinity	$57,625	Automotive Technology Drafting Computer Information Applications

CCD	Community College District	USD	Unified School District	CSU	California State University	UC	University of California
COE	County Office of Education	UHSD	Union High School District	HSD	High School District	UHS	Unified High School

238/T-PPI (Rev. 12/93)

Tec Program Inventory *(Continued)*

Fiscal Agent	Participating Institution(s)		Amount	Program Area(s)
91-0616 Rio Hondo CCD Rio Hondo College **Lyla Eddington** (310) 908•3425	Baldwin Park USD Baldwin Park Adult School El Monte Union HSD Whittier Union HSD Tri Cities ROP Hacienda La Puente USD La Puente Valley ROP Calif. State Polytechnic University, Pomona Metropolitan State Hospital Friendly Hills Medical Center	Intercommunity Medical Center Berryman Health West Beverly Hospital Presbyterian Hospital Downey Community Hospital Rancho Los Amigos Medical Center Whittier Hospital Whittier Hospital Medical Center Scaquid Unocal/Unipure	$57,200	Environmental Hazardous Materials Technology Nursing
91-0617 Riverside County Office of Education Riverside Community College Mt. San Jacinto College **Eileen Warren** (909) 358-2858	Riverside COE UC Riverside Riverside City College Elsinore USD Hemet USD Beaumont USD Jurupa Unified Corono-Norco USD San Jacinto USD Temecula Valley USD Perris Union HSD	Banning USD Moreno Valley Unified Rockwell International City of Perris City of San Jacinto Tri Lake Consultants Hemet Valley Hospital Dist. James Inland and Assoc. Sharp Health Care Murrieta Kaiser Permanente Fleetwood Enterprises, Inc.	$115,250	Industrial Tech Health Business
91-0618 Saddleback CCD Irvine Valley College **Raghu P. Mathur** (714) 559-3381	Coastline Regional Occup. Program Irvine USD	Tustin USD	$57,625	Laser Electro-Optics Technology Environmental Hazardous Waste Materials Tech. Biotechnology Computer Aided Drafting Electronic Technology
91-0619 San Bernardino County Office of Educ. San Bernardino Valley College Crafton Hills College Barstow College **Robert Clauri** (909) 387-4439	San Bernardino City USD Rialto Unified SD Fontana USD Barstow USD Silver Valley USD Cotton Joint USD Yucaipa-Calimesa Joint USD Redlands USD Western Systems & Components Inc. Spectrum Computer Services Kennedy Cadillac Inc. Center Chevrolet Inc.	WA Lane Inc. Toler's Auto Body Bridgestone/Firestone Inc. Deseret Industries Ashlock Multi Services Harris Department Store Sterling Software Beaver Medical Clinnic San Bernardino Community Hospital Kaiser Foundation Hospital San Bernardino Comm. Med. Cntr.	$172,875	Health Technology Industrial Technology Business Technology

CCD	Community College District	USD	Unified School District	CSU	California State University	UC	University of California
COE	County Office of Education	UHSD	Union High School District	HSD	High School District	UHS	Unified High School

Tech [illegible] Program Inventory *(Continued)*

Fiscal Agent	Participating Institution(s)		Amount	Program Area(s)
91-0620 San Diego CCD San Diego City College San Diego Mesa College San Diego Miramar College **Barbara Armstrong** (619) 584-6573	San Diego USD International Assoc. Machinist San Diego Industry Education Council IBM General Dynamics Vitarel Microelectronics San Diego USD	General Dynamics/Electronics Division CSU, San Diego UCSD San Diego Chamber of Commerce Sony Dennis Company	$172,875	Microcomputer Professional Manufacturing Technology Child Development/Teaching
91-0621 San Francisco CCD City College of San Francisco **Robert Gabriner** (415) 239-3014	San Francisco USD University of California, San Francisco Genencor International Genentech, Inc. Chiron Corporation Genelabs Technologies, Inc. Bay Area Council	Bay Area Bioscience Center San Francisco State University Roche Molecular Systems Balboa High School Mission High School Lowell High School	$57,625	Bio Technology
91-0622 San Joaquin Cnty Office of Ed./ROC/P San Joaquin Delta College **Noreena Badway** (209) 474-5151	Stockton USD Stockton Unified/Woodruff ROC	San Joaquin County CSU Stanislaus	$57,625	Child Development & Family Services Agriculture Business
91-0623 San Jose-Evergreen CCD San Jose City College Evergreen Valley College **Madelaine R Wolfe** (408) 298-2181 Ext. 3987	East Side Adult Ed Program Milpitas USD San Jose USD East Side Union HSD	Baskin and Robins Sierra Semiconductor VLSI Tech. Inc. Central County Occupational Center	$115,250	Business Marketing Drafting Auto/Transportation
91-0624 San Mateo County CCD Canada College **Dr. Grace Adams** (415) 306-3460	Jefferson Union HSD San Mateo ROP San Francisco State University South San Francisco USD Mazda Motor of America	Guy F. Atkinson Company Common's Auto Parts Toyota Motor Sales Chevron USA Kelly Services Inc.	$57,625	Business/Office Occupation Transportation/Automotive Tech.

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Tech- Program Inventory *(Continued)*

Fiscal Agent	Participating Institution(s)		Amount	Program Area(s)
91-0625 San Mateo County CCD Skyline College **Linda Avelar** (415) 738-4363	Sequoia Union HSD San Mateo County ROP	San Francisco State University Hewlett Packard Company	$57,625	Business Technology Hospitality/Homemaking
91-0626 San Mateo UHSD College of San Mateo **Pat Kurtz** (415) 348-8834	San Mateo UHSD San Mateo County ROP	San Jose State University United Airlines	$57,625	Industrial Technology Business Education
91-0627 Santa Barbara CCD Santa Barbara City College **Sharman Badgett-Young** (805) 965-0581 Ext. 2851	Santa Barbara County Schools Santa Barbara HSD Carpinteria School District	Santa Barbara Medical Foundation Chubb Sovereign Life County of Santa Barbara	$57,625	Office Information Systems Computer Information Systems
91-0628 Santa Clarita CCD College of the Canyons **Helen C. Lusk** (805) 259-7800	William S. Hart USD Mervyn's Department Store	Sage Temps Magic Mountain	$57,625	Hospitality/Hotel and Restaurant Information Management
91-0629 Santa Monica CCD Santa Monica College **Norma Kamp** (310) 452-9206	Santa Monica-Malibu USD Los Angeles USD Los Angeles Unified DAOE Lexus Santa Monica Volkswagen Santa Monica	Tune-Up Masters Johnson & Higgins Century Cable Rockwell International	$57,625	Automotive Technology Office Information Systems

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Tech [illegible] Program Inventory *(Continued)*

Fiscal Agent	Participating Institution(s)		Amount	Program Area(s)
91-0630 Sequoias CCD College of the Sequoias **Dr. David C. Bockman** (209) 730-3808	Tulare Joint UHSD Corcoran USD Tulare County Org. for Voc. Ed. CSU Fresno Visalia UHSD	Lindsey UHSD Porterville UHSD Exeter UHSD Hanford UHSD	$57,625	Math Business I & T Agriculture Health Manufacturing Technology Communications Construction
91-0631 Sierra Joint CCD Sierra College **Dr. Paulette Perfumo-Kreiss** (916) 78100452	Roseville Joint Union HSD 49er ROP Nevada Joint Union HSD Rocklin USD Placer Union HSD Placer County Adult School Western Placer USD San Juan USD Black Oak Mine USD	Center USD Denvick Software Herman Miller, Inc. John Doering, Manufacturing Innovative Eng. Metal Fabrication, Inc. Tri Centenent Scientific Sacramento Regional Tech. Project CMAI Project	$57,625	Drafting Technology
91-0632 Siskiyou Joint CCD College of the Siskiyous **Charlotte Olson** (916) 938-5269	Siskiyou County Schools Siskiyou County ROP Siskiyou County Sheriff GAIN Program Mercy Medical Center Women's Economic Growth Center	Child Care Programs Bruno's Garage STEP, Incorporated USFS Klamath National Forest Pacific Power Timberline Technologies	$57,625	Business Computing Welding/Auto Machanics Child Care
91-0633 Southwestern CCD Southwestern College **Ms. Jo Hazard** (619) 691-5685	Sweetwater UHS Wells Fargo	Castle Park High School Hilltop High School	$57,625	Business, Industril Technology Health Applied Courses Computers

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COE	County Office of Education	UHSD	Union High School District	HSD	High School District	UHS	Unified High School

Tech Program Inventory *(Continued)*

Fiscal Agent	Participating Institution(s)		Amount	Program Area(s)
91-0634 State Center CCD Fresno City College Kings River Community College **Terry Kershaw** (209) 323-4595	Fresno Metro ROC/P CSU Fresno Clovis USD Fresno USD Kerman USD Sanger USD Fresno County Office of Education	Selma USD CSEA Calif. School Employees Assoc. IRS Fowler USD King Canyon USD Valley ROP Parlier USD	$114,450	Automotive Manufacturing Office Technology Graphics
91-0635 Ventura County Superintendent of Schools Office Moorpark College Oxnard College Ventura College **Phyllis Throckmorton** (805) 288-4423	Moorpark USD Ojai USD Ventura County Superintendent of Schools CSU Northridge Ventura County CCD Oxnard UHSD	Conejo Unified Simi Valley USD Fillmore USD Santa Paula Ventura Unified Cal Lutheran University Oak Park Unified	$172,875	Automotive Technology Manufacturing Technology Business Application Health Careers Communications Public Service
91-0636 Victor Valley CCD Victor Valley College **Fay Freeman** (619) 245-4271 Ext. 414	Snowline Joint Unified Hesperia USD Apple Valley USD Victor Valley Union HSD Desert Community Bank	Southwestern Portland Cement Contel of Los Angeles, Inc. Southwestern California Edison Company CSU San Bernadino	$57,625	Automotive Technology Health Services Business Office Technologies
91-0637 West-Valley-Mission CCD Mission College **Ruth Madelena** (408) 988-2200 Ext. 3473	Santa Clara USD Central County Occupational Program CSU San Jose Eastside UHSD Lockheed Missiles/Space Company Spectra-Physics Logitech	Laserscope Intel Corporation Arrigioni and Association Lawrence Livermore Laboratories Pyroment Industries General Electric	$57,225	Drafting Electronics Engineering Technology

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Tec Program Inventory *(Continued)*

Fiscal Agent	Participating Institution(s)		Amount	Program Area(s)
91-0638 West Valley-Mission CCD West Valley College **Donette Dake** (408) 867•2200 Ext. 7011	Campbell UHSD Central County Occupational Center East Side Union High School Los Gatos-Saratoga High School Tally Court Reporters, Inc. State of California (WCAB) Comp U Scripts Deposition Reporter Superior Court Reporter	Loskhead Missiles and Space Company Spectra Physics Logitech Laserscope Intel Corp. Arrigoni and Assoc. Inc. Lawrence Livermore Laboratories Pyromet Industry General Electric	$57,625	Construction Technology Court Reporting Computer Applications Fashion Merchandising
91-0639 Yosemite CCD Columbia College Modesto Junior College **Yancey Juergenson** (209) 575-6215	Ceres USD Tuolumne County HSD Sonora UHS Stanslaus County Schools Executone Info., System Inc. Tenney A. Norquist, Inc.	Modesto City SD Hughson UHS Summerville UHS Turlock Joint UHSD Bret Harte UHSD Oakdale Joint Union HSD	$115,250	Retailing and Business Information Systems Programs Food Services Programs Drafting Technology Nursing Industrial Maintenance
91-0640 Yuba CCD Yuba College **Jeanine Rounds** (916) 741-6794	Sutter HSD Yuba City USD Maxwell USD Colusa USD Pierce Joint USD Williams USD Central Counties Consortium JTPA	Live Oak USD Marysville Joint USD Wheatland UHS Tri County ROP Lowerlake High School Middletown High School Woodland High School	$57,225	Busnness Technical/Industrial Computer Ed/ECE Cosumer Ed/ECE

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Tech-[illegible] Program Inventory *(Continued)*

Fiscal Agent	Participating Institution(s)		Amount	Program Area(s)
Tech Prep Special Projects				
91-0672 San Diego CCD **Catherine Clarke Stoll** (619) 584-6963	San Diego USD CSU UCSD San Diego Chamber of Commerce Sony Dennis Company	International Assoc. Machinist San Diego Industry Education Council IBM General Dynamics Vitarel Microelectronics General Dynamics/Electronics Division	$100,000	Evaluation Project
91-0673 San Diego CCD **Catherine Clarke Stoll** (619) 585-6963	San Diego USD CSU UCSD San Diego Chamber of Commerce Sony Dennis Company	International Assoc. Machinist San Diego Industry Education Council IBM General Dynamics Vitarel Microelectronics General Dynamics/Electronics Division	$100,000	Statewide Student Follow-Up Project
91-0674 State Center CCD **Hank Padden** (209) 226-0720	CSU Fresno Clovis USD Fresno USD Kerman USD Sanger Unified CSEA Calif. School Employees Assoc. Internal Revenue Service	Caruthers High School Fowler Unified Fresno Metro ROC/P Kings Canyon USD Valley ROP Parlier Unified	$330,000	Outreach and Guidance Project
First-Year Tech Prep Consortia				
92-1055 Fremont-Newark CCD Ohlone College **Maelene Wong** (510) 659-6155 Ext. 5082	Mission Valley ROP Cal State Univ., Hayward Greenstein, Roboff, Whitzelt, Chin Graphic Word Systems Newark USD	Mandis Consulting Company New United Motor Manufacturing., Inc. Manpower Temporary Services Fremont USD	$57,625	Business Education Medical Office Assisting

CCD Community College District
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USD Unified School District
UHSD Union High School District
CSU California State University
HSD High School District
UC University of California
UHS Unified High School

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Tec , Program Inventory *(Continued)*

Fiscal Agent	Participating Institution(s)		Amount	Program Area(s)
First-Year Tech Prep Consortia *(Continued)*				
92-1056 Sonoma County CCD Santa Rosa Junior College **LuAnn Poulsen** (707) 524-1506	Analy Union High School Districtt. Analy High School Sonoma County ROP Cotati Rohnert Park Rancho Cotati High School Sonoma State University. El Molino High School. Weightronics Sola Healdsburg Union High School	Healdsburg High School District. Cloverdale Unified School District Santa Rosa City Schools Santa Rosa High School Piner High School PG and E IBM Hewlett-Packard Kelly's Precision Grinding, Inc.	$57,625	Engineering Computer Related Technologies
92-1057 Long Beach CCD Long Beach City College **Linda Huy/Lynne Miller** (310) 420-4023	Long Beach USD Long Beach Polytechnic High School CSU, Long Beach Lanz, Inc.	Keonady's Clothing Hughes Aircraft Advanced Design	$57,625	Year I Fashion Design & Merchandizing Electronics/Machine Tool/Metals Year II Computer Aided Design & Drafting Construction Trades Food and Nutrition/Food Service Welding Business Office Occupations
92-1058 MiraCosta CCD MiraCosta College **Victoria Kuzmich** (619) 757-2121 Ext. 578	Oceanside Unified Greene Snal West, Inc. Stillmar Soal Eaton-Leonard	Smith Mfg., Inc Fryor Products Smith & Nephew Don Joy	$57,625	Industrial Technology/Engineering General Business
92-1059 El Camino CCD El Camino College **Ellie Tymer** (310) 715-3236	Manhattan Beach Unified School District Southern California Regional Occup. Ctr. Torrance Unified School District Kielty Associates deBest Manufacturing Company Frank J. Onderka Rick Jong & Associates	Age of Travel Ahmett's Jewelry AFE Communications Government W Aus Toyota Motor Sales Robinson Honda	$56,625	Automotive Technology Computer Information Systems

CCD Community College District
COE County Office of Education

USD Unified School District
UHSD Union High School District

CSU California State University
HSD High School District

UC University of California
UHS Unified High School

Tech-[illegible]rogram Inventory *(Continued)*

Fiscal Agent	Participating Institution(s)		Amount	Program Area(s)
First-Year Tech Prep Consortia *(Continued)*				
92-1060 Los Angeles CCD Los Angeles Trade-Tech College **Sharon Tate** (213) 744-900	Los Angeles Unified School District East San Gabriel ROP California State University, Los Angeles AMG Ltd. (Apparel Mgf.) Director's West Apparel Executives	Firehouse Products & Printing CBS T.V. Xerox Corporation Kaiser Construction Trams Pacific Rest.	$57,625	Year I Construction Technologies Architectural Drafting Fashion Merchandising Electronics Printing
92-1061 Los Angeles CCD Los Angeles Valley College **John Burke** (818) 781-1200 Ext. 439	Los Angeles CCD L.A. County ROP Cal. State Univ., Northridge John Burroughs High School Monterey High School Burbank Unified School District	Cambridge Business Forms Norm Williams Board of Realtors St. Joseph Medical Center Seastrom Manufacturing John Douglas Company	$57,625	Business Computer Technology Family & Consumer Studies
92-1062 Shasta-Trinity ROP Shasta College **William Justice** (916) 225-4671	Shasta-Tehama Trinity Jt. CCD Anderson Union High School District. Shasta-Trinity ROP Trinity Union High School Trinity-Union High School District Red Bluff Union High School Corning Union High School Tehama County Department of Education Los Molinos Unified School District Fall River Joint. Unified Tucker Oaks Golf Course U.S.D.A. Forest Service Research National Parks Service Cal Trans Univ. of Calif. Cooperative Ext. Svcs. Shasta County Cooperative Ext. U.S. Forest Service Target Garden Center KRCR - Channel 7R Radio Mart Electronics	Employment Development Department IBM Corporation Transamerica Financial Resources Legal Secretaries Association Ronald Helderman State Pre-school Shasta Head Start Shasta College ECE Center No. Valley Catholic Social Services Child Abuse Prevention Council Heather Ridge Child Care Center Secret Garden Child Care Valley Industrial Communications Alamo Communication Repco Communications Redding Medical Center Raycom Electronics Pacific Western Systems, Inc. Norrell Temporary Services Charlie Gamble Advertising & Design	$57,625	Business Agriculture & Natural Resources Early Childhood Education Electronics Computer Technology Allied Health Communications

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Fiscal Agent	Participating Institution(s)		Amount	Program Area(s)
First-Year Tech Prep Consortia ***(Continued)***				
92-1063 Lassen CCD Lassen College **Gayle Stevenson** (916) 257-6181	Lassen Union High School Westwood Unified Lassen Community ROP Mt. Lassen Power-NESCO Intermountain Computers Lassen Community Hospital	N.S.T. Engineering, Inc. Wal-Mart Corporation Lassen County Farm Advisor California Employment Development Depart. California Correctional Center	$57,625	Agriculture Industrial Technology Education
92-1064 Feather River CCD Feather River College **Larry Champion** (916) 283-6500 Ext. 212	Plumas & Sierra County ROP Plumas County Schools Plumas Unified School District Quincy Jr./Sr. High School Pioneer Realty Plumas County Commun. Develop. GAIN - Department of Social Services Employment Development Department Plumas Corporation Plumas Job Training Center	American Valley Avaition Holloway Engineering Quincy Community Services District Plumas County Building Department Michael's Antiques U.S. Forest Service Trilogy Magnetics Madden Plumbing & Heating Bank of America Mr. B's Auto Techtronics	$57,625	Manufacturing Technologies Watershed Mgmt. Health Occupations

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Appendix 6

Tech Prep RFAs And RFQs

- **Request for Proposal to Establish a Business Evaluation Tech Prep Resource Consortium--CDE**

  This RFP represents the typical application packet used by CDE for this tech prep consortium. A total of six tech prep consortium RFPs were offered:

  1. Agriculture Resource Consortium
  2. Business Resource Consortium
  3. Home Economics Related Occupations Resource Consortium
  4. Engineering Technology Resource Consortium
  5. Health Careers Education Resource Consortium
  6. Industrial Technology Resource Consortium

- **Request for Application for the Establishment of Tech Prep Education Local Consortia--COCCC**

  This RFA represents the typical application packet used by COCCC for this tech prep consortium. A total of four tech prep consortium RFAs were offered:

  1. Student Follow-up System
  2. Statewide Evaluation
  3. Outreach and Guidance
  4. Local Consortia

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ID No. 91-0 ________

Chancellor's Office
California Community Colleges

ECONOMIC DEVELOPMENT/VOCATIONAL EDUCATION DIVISION

in cooperation with
the California Department of Education

Request for Applications for the establishment of

TECH-PREP EDUCATION LOCAL CONSORTIA

REQUEST FOR APPLICATIONS

This Request for Applications (RFA) is specific to the Tech-Prep Education funds for the development of Tech-Prep Education consortia in California. Funds to support these efforts are available through the Carl D. Perkins Vocational and Applied Technology Education Act (VATEA) of 1990. VATEA calls for the development of a three-year plan at each Tech-Prep Education consortia site that addresses planning, implementation, and operational strategies for the development of four-year Tech-Prep Education programs. Funding beyond 1993-94 for each consortium will continue subject to funding approval and performance. The Tech-Prep Education section of VATEA was established to: 1) provide planning and demonstration grants for consortia of local educational agencies and postsecondary education institutions that are designed to develop and operate four-year Tech-Prep Education programs leading to an associate degree or certificate; and 2) provide strong systemwide links among the schools, colleges, and employers.

PART I

Background Information

Tech-Prep Education: The Carl D. Perkins Vocational and Applied Technology Education Act (VATEA) of 1990 authorizes and provides significant funding to develop and operate four-year Tech-Prep Education programs. VATEA also calls for the establishment of statewide technical-preparation education articulation agreements between secondary schools (high schools, regional occupational centers/programs, and adult education schools) and postsecondary institutions through intersegmental consortia. As defined by the United States Department of Education, an articulation agreement is an intersegmental commitment to a program designed to provide students with a nonduplicative sequence of progressive achievement leading to competencies in a Tech-Prep education program. Congress considers the acquisition of skills in liberal and practical arts, applied academics, and intense technical preparation essential for students entering an ever-changing workplace.

VATEA, which became effective on July 1, 1991, authorized $125 million nationwide to fund cooperative programs and agreements between secondary schools and community colleges. For 1991-92, Congress appropriated $63 million, with $5.9 million allocated to California. Approximately $3.9 million will be administered by the Economic Development/Vocational Education Division within the Chancellor's Office of the California Community Colleges. In 1992-93, Congress allocated an additional $93 million, and of that, California received $9.2 million. The Chancellor's Office of the California Community Colleges is administering $7.2 million. These funds must be used to develop Tech-Prep Education programs, through consortia, which may build on the work and organizational structure of local articulation councils. Tech-Prep Education programs integrate communication skills, mathematics, and science with sound technical preparation. Tech-Prep Education programs consist of two years of secondary school preceding graduation and a minimum of two years of advanced education in the community colleges, in addition to other institutions of higher education that qualify under VATEA should participate.

Tech-Prep Education associate degree programs offer students a dynamic, articulated, and challenging educational pathway. These programs do not replace the college-prep program in high school but instead, represent a parallel pathway for students. The combination of a common core of learning and technical education rests on a foundation of basic proficiency in mathematics, sciences, communications, and technologies within a career area. Course content is presented through an "applied" curriculum in grades 11 and 12, continues during the first two years of postsecondary education, and includes a structured and closely coordinated competency-based curriculum that is built around occupational education career clusters and technical-systems. Local long-range planning efforts should include career and academic advising (as early as junior high school) in preparation for Tech-Prep programs.

The curriculum in Tech-Prep Education majors and programs must meet the following requirements:

- Secondary school graduation requirements;
- General Education requirements for the Associate degree;
- Specific requirements of an occupational degree or certificate;

- Courses that build student competencies in applied mathematics, sciences, communications and technologies through a four-year sequential course of study. Incorporated into the courses are innovative applied instructional strategies; and

- Worksite learning experiences are an integral part of the programs.

Tech-Prep programs may also:

- Fulfill requirements for the Baccalaureate Degree in transferable courses;

- Fulfill requirements for a particular Baccalaureate Degree major (for example, the nursing major); and

- Lead to placement and employment for students.

Recent History In California: Secondary school and community college policymakers have set high priority goals to articulate programs and share resources. Since 1985, the Board of Governors of the California Community Colleges and the State Board of Education have identified articulation between secondary schools and community colleges as a priority for action.

During 1986, 21 joint articulation projects received funds through the Carl D. Perkins Vocational Education Act to plan, implement, and expand models for fully institutionalized articulation programs between the schools and community colleges. These projects were referred to as the "2+2" projects. In 1989, State funds supported 18 "2+2+2" articulation projects over a three-year period, which extended the school-college model to the University level. Currently, exemplary "2+2" and "2+2+2" projects serve as demonstration sites to help other educational organizations with the development of articulation programs.

One of the most significant findings to emerge from the independent evaluations of these pilot projects was the critical importance of articulation councils. In almost every case, the most successful projects had established very strong articulation councils as a fundamental part of their articulation effort. Articulation councils serve as an effective mechanism to build new Tech-Prep Education programs.

Although many community colleges and secondary schools have established articulation programs, others have few or none in place. Significantly, even in districts where articulation agreements exist, all too often few students take advantage of such opportunities. The lack of resources and information may be impeding the full implementation of school-college articulation.

To respond to the need for increased articulation among education segments, David Mertes, Chancellor of the California Community Colleges, and Bill Honig, Superintendent of Public Instruction, convened a Joint Task Force on Articulation. The charge of the task force was to seek advice and counsel regarding the expansion of articulation councils. The task force report, *Articulation Councils: Leadership for Cooperation Among Schools, ROP/Cs, Adult Schools, Community Colleges, and Employers*, offers five major recommendations:

1. All California Community Colleges and the schools should establish an articulation council.

2. Articulation and Tech-Prep Education resource consortia should provide technical assistance to schools and colleges in the formation and activities of articulation councils and Tech-Prep Education programs.

3. The California Department of Education and the Chancellor's Office of the California Community Colleges should jointly administer articulation and Tech-Prep Education activities.

4. Through the RFA process, a single source should develop public information and guidance materials.

5. While local support is encouraged and recognized, it is recommended that the funds allocated through the Tech-Prep Education section of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 support local articulation councils, resource consortia, articulation and Tech-Prep Education public information and guidance materials, and the evaluation of these programs.

Clearly, coordination will be required at the State and local levels to contribute to new progressive efforts in the vocational and the applied technology areas. As stated in the task force report summary, "Articulation councils can be the catalysts for change and reform in the process and content of education."

PART II

Qualifications for Eligibility as a Tech-Prep Education Consortium

Minimum Qualifications for Responding to the RFA: The following are minimum qualifications for responding to the Tech-Prep Education RFA:

1. *Minimum Intersegmental Participation*: Commitment from local intersegmental partners to establish a consortium, which may build on local articulation councils. A consortium should include no fewer than twelve representatives from secondary schools, community colleges, postsecondary institutions, industry, and/or apprenticeship programs. Only secondary schools and authorized postsecondary institutions may administer Tech-Prep Education funds; however, participation from educators representing four-year colleges and universities is encouraged. Each consortium must include representatives from business and industry to assist in identifying and validating current career competencies. The ethnic composition of the councils should reflect, to the extent possible, the ethnic diversity of the area. Tech-Prep Education articulation agreements must be signed by members of consortia and submitted with the application.

2. Community colleges and secondary schools that are not currently receiving Title III, Part E funds are eligible to apply for Tech-Prep funding.

3. *Staffing*: The minimum staffing for Tech-Prep Education consortia in each area shall consist of a project director, and the combination and level of staffing necessary to successfully implement the program. The project director, or his/her designee, will be responsible for coordinating consortium meetings, discipline specific curriculum subcommittee meetings, Tech-Prep Education articulation agreement development, application development, evaluation, project maintenance, etc.

4. *Location*: The facility or facilities designated for Tech-Prep Education consortium meetings must be listed in a master calendar and decisions regarding the location and time for these meetings should take into consideration, convenience and accessibility to members.

5. *Regional Support*: Chief executive officers must sign a form to demonstrate intersegmental support from other colleges, secondary schools, and business and industry (see Intent to Participate, form TPE-B).

6. *Administrative Support*: Applicants for the Tech-Prep Education Program funds must show written administrative support from the fiscal agent, which may be a college president or school superintendent.

7. *Federal Student Loan Default Criteria*:

   a. The student loan default rate for a participating postsecondary institution cannot exceed 35 percent.

   b. If the student loan default rate is greater than 35 percent, please attach a copy of the waiver provided by the federal United States Department of Education to allow receipt of funds.

   c. If your student loan default rate has been recalculated, please provide documentation regarding your latest status.

PART III

Scope of Application: Performance Tasks for the Two-Year Plan

Applications must include a two-year plan for the development of Tech-Prep Education programs. It is recommended that efforts to develop Tech-Prep Education programs initially be concentrated on a few occupational areas. Goals, objectives, tasks, timelines, and collaboration should be firmly established before proceeding to the next targeted discipline area.

In many regions, fully developed articulation councils are firmly established, while in other regions, educators are just beginning to develop these efforts. Districts with well established articulation councils should focus on "Development and Initial Implementation Strategies" goals and objectives listed for the second year of Tech-Prep Education programs.

During the first phase of a Tech-Prep Education partnership, the following should be accomplished.

1. **Planning and Organization – (Please note:** If some of these tasks are already operational, please describe their current status.)

    - Secure the participation of faculty and administrative representatives from the secondary schools, community colleges, and other postsecondary institutions that qualify.
    - Secure the participation of representatives from business and industry.
    - Develop an organizational structure for the articulation council, which requires active participation by the institutional leaders, and a master calendar listing of consortium meetings for the year.
    - Formulate policies and procedures to guide development efforts and to integrate academic and vocational curricula.
    - Prepare an implementation plan that identifies subject areas. It should include annual goals, objectives, tasks, timelines, staff assignments, and resource allocation to support these Tech-Prep Education programs.
    - In the "Statement of Need," demonstrate the relevance of Tech-Prep Education subject areas to current workforce demands for particular occupations. You may provide evidence of this through:
        - findings from "needs assessment" studies regarding the demand for specific jobs. You may use needs assessment studies from industry, agency, or professional organizations.

  - recommendations from industry advisory committees documenting the need for jobs in specific occupation areas.

- Develop Tech-Prep Education articulation agreements that require two years of secondary school preceding graduation and two years of postsecondary education, or an apprenticeship training program of at least two years following secondary school instruction. The Tech-Prep Education program curricula must include a common core of required proficiencies in applied mathematics, applied science, applied communications, and technologies, designed to lead to an associate degree, certificate, or a two-year apprenticeship program in a specific career field. Involve representatives from business and industry in designing and reviewing the curricula.

- As a requirement for funding, your project must include: 1) goals and activities which support school reform efforts described in *Second To None*, and 2) goals and activities that build "bridge programs" as a part of a Tech-Prep student support services component. Bridge programs refer to methods of ensuring student access in Tech-Prep Education Programs throughout the four year program.

- Develop teacher and counselor in-service/staff development activities that enable educators to plan and implement effective Tech-Prep Education program curricula. These activities should provide opportunities for joint training of instructors and counselors from all participants of the articulation council, and may be scheduled on weekends, evenings, or during the summer in the form of sessions, institutes, or workshops.

- Develop an outreach plan to inform students about the newly developed Tech-Prep Education programs. Outreach materials for statewide usage will be developed by the State Center Community College District Outreach and Guidance Special Project. The proposed outreach plan should include the use of brochures, posters, videos, flyers, book covers, etc., prepared by this project. The plan should also include a master calendar of proposed outreach activities, e.g., classroom presentations, field trips to the college, parent programs, etc.

  The outreach plan should include special strategies that target economically disadvantaged and underrepresented students.

- Link to INFO NET and/or CAVIX bulletin board and provide activities information for announcements on the bulletin board.

- Project staff are required to coordinate their efforts with the three Tech-Prep Special Projects and should coordinate with the six Tech-Prep Resource Centers. The Resource Centers were selected through an RFA process by the

California Department of Education in the following subject areas: Agriculture, Business, Health, Engineering, Industrial Technology, and Home Economics. The Chancellor's Office of the California Community Colleges selected three special projects through an RFA process in the following areas: Evaluation, Student Follow-Up, and Outreach and Guidance.

The organizational structure, initial policies and procedures, membership of the Tech-Prep Education consortium, should be firmly established before proceeding to accomplish the following performance tasks.

During the second phase of a Tech-Prep Education partnership, the following should be accomplished:

2. Implementation Strategies

- Complete the development of Tech-Prep Education program curricula and articulation agreements.
- Implement staff development workshops and conduct training activities for instructors and counselors.
- Implement the Tech-Prep Education outreach plan.
- Implement academic support strategies known to ensure student success in Tech-Prep Education program curricula at all segmental levels. These strategies should particularly address the secondary schools where resources may not be readily available for the following support services, e.g., tutorial component, mentors, special summer bridge courses, course clustering, study skills workshops, formation of special study groups, parent workshops, etc.

3. Special consideration will be given applications that:

- provide for effective employment placement activities or transfer of students to four-year baccalaureate degree programs;
- are developed in consultation with business, industry, and labor unions; and
- address effectively the issues of dropout prevention and re-entry and the needs of minority youth of limited English proficiency, youth with disabilities, and disadvantaged youth.

Allocations will be equitably distributed between urban and rural consortia participants.

3. Funding

Funding Source:	Carl D. Perkins Vocational and Applied Technology Education Act of 1990 – TITLE III, Part E
Funding Period:	Date of approval through June 30, 1994
Funding Categories:	Tech-Prep Education Local Consortia
Minimum Award:	$57,625 per consortium for the first year of the two-year plan.
Maximum Award:	The maximum award for initial funding will be based on criteria tying funding to the number of community colleges in a consortium. Each additional college within an area will trigger an additional allocation of $57,625. This additional level of funding represents an increase in the number of secondary schools and students served.
Fiscal Agent:	Any qualifying postsecondary institution or secondary school may apply to be a fiscal agent.

4. Phase I—Indicators of Success

The indicators of success in Phase I focus on planning and organizing efforts. Project staff are expected to build the organizational structure, create curriculum, and develop staff in-service and plan outreach activities. The following project outcomes have been identified as indicators of success:

- Increase in the number of faculty and staff from secondary schools and postsecondary institutions actively involved in developing and implementing Tech-Prep Education programs.
- Increase in the number of representatives from business and industry actively involved in Tech-Prep Education program development and implementation.
- Written policies and procedures that support the development of the consortium and Tech-Prep Education programs.
- Increase in the number of Tech-Prep Education programs available at secondary schools and postsecondary institutions.
- Tech-Prep Education curricula that: 1) fulfills high school graduation requirements; 2) infuses applied mathematics, applied sciences, and applied

communications into existing courses at each segmental level; and 3) creates new Tech-Prep Education courses, which integrate mathematics, sciences, and communication skills into vocational education majors and programs at each segmental level.

- Staff development activities that: 1) allow the faculty and counselors at each segmental level to learn about new Tech-Prep Education curricula; and 2) prepares the faculty and counselors to effectively teach students in Tech-Prep Education courses through the use of innovative instructional strategies.
- Establish an initial database for future measurement of success.

5. Phase II—Long-term Indicators of Success

The indicators of success in Phase II focus on implementing various components of a Tech-Prep project. Some of these components require direct contact with students. The following project outcomes have been identified as indicators of success:

- Increase in the number of students participating in and completing Tech-Prep Education programs.
- Increase in the number of students who are members of special populations (use definition in VATEA).
- Increase in the number of students transferring from the secondary to postsecondary level of the Tech-Prep Education programs sequences.
- Reduction in high school dropout rates.
- Increase in the completions of associate degrees and occupational certificates.

PART IV

Instructions for Applicants

All responses to this Request for Applications (RFA) must follow the instructions for applicants as outlined in this section. **Applications must be received in the Chancellor's Office by 5:00 p.m., on Friday, September 10, 1993.**

Mail or deliver to: Chancellor's Office, California Community Colleges
Economic Development/Vocational Education Division
1107 Ninth Street, Suite 900
Sacramento, California 95814-3607
Attn: Robin Harrington, Staff Services Analyst

Ten (10) copies, four (4) copies with original signatures.

Responses to this RFA received after the deadline will be returned unopened.

Every application will be read and ranked by a review committee. The reviewers include representatives from State agencies, local educational agencies, and private sector business, industry, and labor. They are given a copy of the Request for Applications and the attached criteria point system on which to judge each proposal.

The Chancellor's Office project monitor will contact the project staff if the project is recommended for funding. Arrangements will be made to verify the conditions described in the applications and, if necessary, conduct a site visit. Specifically, staff will verify local support for the project, the availability of other funds for the project, if the activities are realistic given funding and timelines, the justification for the budget, the capacity to manage the project, the evaluation procedures, and any agreements for subcontracts referred to or necessary for program implementation. Projects must be successfully negotiated to receive final approval. Notification letters will then be sent to the superintendent/president of the district with a copy sent to the project directors.

The beginning date for the project should be upon receipt of an approved grant. Your initial funding period must be completed by June 30, 1994.

All applicants may obtain copies of the readers' evaluations by submitting a written request to the Economic Development/Vocational Education Division of the Chancellor's Office.

Schedule

Applications due *(ten copies, four originals)*	Friday, September 10, 1993
Rating and ranking by committee	September 1993
Notice of Award	September 1993
Grant starts *(contingent upon Chancellor's Office approval)*	Upon Approval
Grant ends	June 30, 1994

Questions: Questions relating to this Request for Applications should be directed to the Economic Development/Vocational Education Division at (916) 322-3488.

Conditions of Application: This Request for Applications does not constitute an offer. Those applications selected for funding may be revised through negotiation. Funding of a program will be a result of its ranked score per region, a site visit, if necessary, and funding under the federal Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (PL 101-392) funds. All applications and new products developed are the property of the Chancellor's Office, California Community Colleges or its designee.

Dissemination: Materials produced as a result of this project will be forwarded to the State Center Community College District – Outreach and Guidance Special Project (who is housing these materials for the Chancellor's Office of the California Community Colleges/California Department of Education) where they will be made available through a resource library. Additionally, two copies of these new materials must be submitted to the Chancellor's Office. All materials must identify the Chancellor's Office of the California Community Colleges, Economic Development/Vocational Education Division and the Carl D. Perkins federal funds (VATEA, PL 101-392, Title 3, Part E).

Application Forms Section

1. *Application Coversheet* (TPE-A)

   A. Use the coversheet provided. The coversheet identifies the fiscal agent for the project.

   B. Sign coversheet. Signatures must be those of the chief executive officer or authorized designate for the project grantee/fiscal agent.

2. *Intent to Participate* (TPE-B)

   A. Signatures from representatives of participating education entities and business and industry must be submitted with the application.

   B. The "Intent to Participate" form provides assurance that members of the Consortium have agreed to be actively involved in developing and maintaining their local Tech-Prep Education program.

3. *Statement of Need* (TPE-C)

   Use this section to describe the relevance of Tech-Prep Education subject areas to current workforce demands for particular occupations.

4. *Application Abstract* (TPE-D)

   A. Fill out the attached Abstract page and place it immediately behind the Statement of Need.

   B. The abstract should simply and concisely summarize the entire application in less than 300 words and must not exceed the space provided. Included must be statements on the objectives, tasks, expected contribution or impact in the area of Tech-Prep Education programs, and resulting products and/or services.

5. *Table of Contents*

   A. The Table of Contents shall be on a separate page, with each component of the application's narrative listed and page numbers indicated.

   B. The narrative pages for the application shall be numbered in sequence, with the numbers centered at the bottom of each page.

6. *Narrative*

Include the following:

(1) A narrative section to respond to each item contained in Part II, Qualifications for Eligibility.

(2) A description of your current level of articulation efforts, and plans to address proposed goals, procedures, and activities, see Part II and III for details.

7. *Work Statement*

List objectives, activities, and timelines for the two-year Tech-Prep Education project (TPE-E).

8. *Timeline*

Complete the Timeline for Tech-Prep Education Program (TPE-F).

9. *Budget* (forms provided)

A. Complete the attached project Budget Summary (TPE-G).

B. Under "local funds" include the commitment of campus in-kind resources and/or private industry funds.

C. Indirect costs (overhead) for this project cannot exceed four percent (4%) of the total state direct costs.

D. In cases where additional equipment is required to supply Tech-Prep labs, consortia budgets may include a maximum of $5,000 per participating community college toward the purchase of equipment.

E. Administrative costs cannot exceed five percent (5%) of the total direct project costs. List charges and the basis of application. Cost for project administration must be at least equally matched with nonfederal expenditures. With the exception of the administrative match, there are no other matching cost requirements.

F. Complete the Application Budget by Objective (TPE-H). This form provides reviewers with a basis for cost comparisons including matching costs.

G. See Sample Budget Detail Sheet (TPE-I). This form provides detailed information regarding how project funds will be spent.

10. *Bibliography*

The literature listed in the bibliography provides detailed information specific to Tech-Prep Education as will as additional information about articulation programs. If you wish to acquire some or all of these materials, contact Rosa deAnda at (916) 322-6294 for further information.

The Review Process

This section of the Tech-Prep Education RFA is designed to identify questions and issues that should be addressed, in order to demonstrate your knowledge and ability to conduct the project. The reviewers' scores and ranking of applications are the basis for approval of Tech-Prep Education applications. Throughout the review process, the field readers must make overall judgments about the extent to which a project will be able to complete goals, procedures, and activities listed in Part III, as well as more particular judgments about an application's separate components and feasibility. The reviewers will receive the criteria and point system on which to judge each application (see page 18).

After thoroughly reviewing the final application selections, State staff contacts the winning applicants, and a tentative award letter is sent to the district superintendents/presidents or secondary school superintendents with a copy sent to the project directors. Letters are also sent to applicants that were not selected. As required by the State, a public notice listing the tentative grant agreement awards will be posted in the Legal Affairs Division of the Chancellor's Office of the Caklifornia Community Colleges, 1107 Ninth Street, Suite 600, Sacramento, for five (5) working days. Each applicant will be mailed a copy of the notice of the tentative grant agreement awards.

Interested applicants should carefully review the eligibility criteria specified in Part 2. They are regarded as minimum qualifications.

Selection Criteria

The application must attain a minimum of 70 points. Those applications not attaining the minimum are eliminated.

All applications will be evaluated and ranked on the basis of the following eligibility criteria:

Criteria	Maximum Rating Points
Statement of Need and Abstract	10
Qualifications for Eligibility/Project Management • Minimum Intersegmental Participation • Staffing • Administrative Support • Federal Criteria	18
Goals/Objectives for Year 1 and Year 2	30
Strategies for Implementation	27
Budget Summary	15
Total	**100**

Each of the criteria is given a weight factor that indicates the level of importance to the project. The point system is as follows:

Fail – less than 70 points

Zero (0) points are given when the category being evaluated is nonresponsive.

Below Average – 70-75 points

Points are awarded to responses considered to be minimally acceptable. For example:

- The application states a requirement, but offers no explanation of how or what will be accomplished.
- The response contains a technical deficiency which is an inaccurate statement or reference concerning the how, what, where, or when, which is part of an overall statement or description.

Average – 76-85 points

Points are awarded if the application satisfies the requirements and describes specifically how and/or what will be accomplished.

Above Average – 86-94 points

Points are awarded if the application satisfies the requirements and describes specifically how and/or what will be accomplished in an exemplary manner, including sample products and illustrative materials (i.e., diagrams, charts, graphs, etc.).

Exceptional – 95-100 points

Points are awarded if the application satisfies the requirements and describes specifically how and/or what will be accomplished in a superior manner, both quantitatively and qualitatively.

PART V

Narrative

Rating Points

1. *Statement of Need and Abstract* **(*Maximum 10 Points*)**

   Present your concise and direct overall awareness and understanding of the need and how this project will bring improvement or solution.

   The RFA has described a priority "need." Your application should describe how you will address a statewide need and establish full application at the local level. In what ways has the need (problem) affected your interests? How central is the need to the vitality of your institution or the effectiveness of your educational service? Have you made any efforts to achieve improvement in the past? If so, what were they and what were the results? Supporting empirical evidence relative to the importance of the need (problem) should be included. Describe the current situation and the results you expect to achieve to effect improvement.

   In addition to the specific criteria for evaluation of the application, the reviewers will be considering how you are addressing the problem, your capacity to conduct the project, the feasibility of your procedures, the broader impact as a statewide contribution to the improvement of education, and the availability of district and/or community support.

2. *Qualifications for Eligibility/Project Management* **(*Maximum 18 Points*)**

   a. Refer to Part II, Qualifications for Eligibility, to review specific criteria. Describe how your consortium satisfies each of the criteria listed in this section.

   b. Provide a management plan for the operation of the project.

   c. Show evidence of the commitment of project staff, describing their responsibilities and the amount of time they will be devoting to project activities. Provide a description of their prior experience related to the subject area of this project and a resume for each of the principal project staff.

Under the section "Project Management," you must describe prior experience and the capabilities of the project director and staff. The reviewers will be making a judgment as to whether the project is realistically capable of attaining project objectives.

Your application should provide evidence of district commitment to the success of the project. Has your institution a track record of success in secondary school/community college articulation? Has your institution allocated any of its own resources to the project? Have the potential beneficiaries (students, faculty, administrators) been involved in the planning? Does the success of the project depend on agencies or institutions other than your own and have they made a commitment to the conduct of the project? Have those who will implement the project been involved in the planning?

If not, and the key personnel are to be chosen later, be sure to include a complete job description and the duties of such personnel. What are the possibilities for continuation of the project after the grant terminates? Are there external pressures or incentives that will reinforce the commitment to the project once it is underway.

3. *Goals/Objectives for Year 1 and Year 2* ***(Maximum 30 Points)***

   a. The RFA has identified minimum objectives. Your objectives should be numbered and stated in measurable terms.

   b. All applications should indicate how objectives will promote the development of Tech-Prep Education majors and programs.

   c. Objectives for research and curriculum development projects must be designed to demonstrate a reasonable probability that the grant will result in improved teaching techniques or curriculum materials that will be used in a substantial number of classrooms or other learning situations within five years after the termination date of such grants.

Describe how you will bring about the outcomes you desire. Often the reviewers search throughout an application to determine exactly how an applicant will use the requested support. The objectives should clearly relate to the need (problem). The activities should clearly relate to the objectives.

It is inherent in the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 and the Office of Civil Rights guidelines that all educational programs (projects developed through grants and grants) address gender equity and special populations.

4. *Strategies for Implementation* **(Maximum 27 Points)**

   a. Describe the procedures and/or activities that will be utilized to accomplish each of the project objectives.

   b. Describe the sequence of activities utilizing a timeline with narration.

In order to help communicate the key features of the approach you are taking to accomplish your objectives, give consideration to the following: What specific actions will be made possible by the project? Who will be the change agents undertaking these actions? Why did you select this approach to achieve your objectives (have you tried it on a more modest scale, or do you know of experimentation with it)? What rationale can you use to show that your approach to the need would work, if it has never been tried? Most projects develop a new program or approach, or reshape an existing activity.

5. *Budget Summary* **(Maximum 15 Points)**

Major emphasis is now being placed on the cost effectiveness of projects funded through the State. Although cost has always been a significant factor in reviewing applications, the budget is being emphasized because of recent State legislation and requirements to attain the greatest educational value for the tax dollar.

A key indication of commitment to a project is the degree to which the sponsoring institution shares in the actual costs. There is no formula for cost sharing; the readers will judge whether the institution is bearing a reasonable share of the costs, particularly when the major benefits are local. To test the appropriateness of the budget, the readers will judge if it is realistic and well- planned for the activities proposed.

In some instances, a greater impact can be made by cooperating with other funding sources without duplicating support. Describe all efforts of cooperation between institutions, seeking additional funds, and all matching funds.

Please complete the budget forms as indicated.

- Complete the attached project "Budget Summary," (TPE-G). (See Crossover Chart, Attachment A, to determine expenditure classifications.) Identify all matching costs. When entering dollar amounts on budget forms, round off to the nearest dollar, do not type cents.

  Under "Local Funds," include the commitment of local resources. Indicate matching funds.

  "State Funds" or "Other" refers to monies from other State sources (i.e., JTPA, GAIN, etc.).

  The "Title 3, Part E" column will itemize the funds being requested from VATEA Special Project Funds for Tech-Prep Education programs.

  The "Federal Funds, PL 101-392" column will itemize other VATEA special funds being requested.

- To substantiate the "Project Budget Summary," submit a Budget Detail Sheet (see sample, form TPE-I), which lists the cost breakdown of each budget classification amount requested. Indicate specific rates and amounts including any in-kind contributions.
- Complete the "Application Budget by Objective" form TPE-H, to provide reviewers with a

basis for cost comparison of applications including matching costs.

- The indirect costs (overhead) for this project cannot exceed four percent (4%) of the total direct cost. Specify overhead rate and the basis of application. List all items charged in overhead.
- Administrative costs cannot exceed five percent (5%) of the total direct project costs. List charges and the basis of application.
- Failure to complete appropriate budget forms will result in applications not being reviewed for funding consideration.
- Funds must be targeted in the proposed budget for travel to the two (2) mandatory workshops in Sacramento.
- Travel Rate Schedule

Below is a list of most commonly incurred travel costs and the maximum amount allowed by the rules of the State Board of Control.

Statewide Travel Allowance

1.	**Meals**	
	Breakfast	$5.50
	Lunch	9.50
	Dinner	17.00
	Incidentals *(for every full 24-hour period)*	5.00
2.	**Lodging** (*per night*)	
	Without a lodging receipt	$24.99
	With a lodging receipt	79.00*
3.	**Private Auto**	$.24/Mile
4.	**Commercial**	
	Bus or Train	Published Rates
	Air	Lowest Fare Avail.

*plus applicable taxes

PART VI

Program Description

1. Program Summary

a. *Economic Development/Vocational Education Special Projects Request for Applications*

The Chancellor's Office of the California Community Colleges is requesting applications to develop Tech-Prep Education program curricula and establish consortia, which may build on the work and organizational structure of local articulation councils. These activities are consistent with the purposes of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (PL 101-392), the *State Plan for Vocational Education*, and the vocational education policies adopted by the Board of Governors of the California Community Colleges. It is within these parameters that special projects have been designed, funded, and will be operated. This RFA addresses pertinent purposes and priorities, including those in the Board of Governors *Basic Agenda*, recommendations made by the Commission for the Review of the Master Plan for Higher Education, and recommendations from the statewide Vocational Education Advisory Committee.

b. *Enabling Legislation*

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 continues federal assistance for vocational education programs and services and replacing prior legislation. This legislation, PL 101-392, authorizes federal grants to states to assist in the development and improvement of vocational education programs and services. The rules and regulations of the Carl D. Perkins Act apply to both allocated and special project funds.

c. *Purpose of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (PL 101-392)*

To provide additional background for the use of these funds, the "Statement of Purpose" of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, Title 3, Part E of Public Law 101-392, is displayed:

Title III, Part E – Tech-Prep Education

It is the purpose of this Act to:

(1) to provide planning and demonstration grants to consortia of local educational agencies and postsecondary educational institutions, for the development and operation of four-year programs designed to provide a Tech-Prep Education program leading to a two-year associate degree, two-year certificate, or a two-year apprenticeship.

(2) to provide, in a systematic manner, strong, comprehensive links between secondary schools and postsecondary educational institutions.

d. *Financial Limitations*

Note any specific limitations that may apply in the project specifications. The indirect cost (overhead) of any special project cannot exceed four percent (4%) of the total direct costs. Indirect costs are not separately identified or charged as a part of the cost of an activity, department, service, or product.

e. *Financial Limitations on Administrative Costs*

A maximum of seven percent (7%) of the total direct costs may be used for project administration. Cost for project administration must be at least equally matched with nonfederal expenditures. With the exception of matching the administrative costs, there are no other matching cost requirements.

(1) Cost sharing or matching share may consist of:

   (a) Charges incurred by the grantee as project costs. (Not all charges require cash outlays during the grant period by the grantee; examples are depreciation and use charges for buildings and equipment.)

   (b) Project costs financed with cash contributed or donated to the grantee by other nonfederal public agencies and institutions, and private organizations and individuals.

   (c) Project costs represented by services and real or personal property, or use thereof, donated by other public agencies and institutions, and private organizations and individuals.

(2) All contributions, both cash and in-kind, shall be accepted as part of the grantee's matching share when such contributions meet all of the following criteria:

(a) Are verifiable from grantee's records;

(b) Are not included as contributions for any other federal-assisted program;

(c) Are necessary and reasonable for proper efficient accomplishment of project objectives;

(d) Are types of charges that would be allowable under *Federal Management Circular*, FMC 74-4;

(e) Are not paid by the federal government under another assistance agreement unless authorized under the other agreement and the laws and regulations it is subject to; and

(f) Are provided for in the approved budget when required by the federal agency.

If your institution has an approved cost allocation plan consistent with *Educational Department General Administrative Regulations* (EDGAR, 34 CFR, Part 74, Appendix C) on cost principles, then the restricted indirect cost amount may be used for matching purposes.

If no matching funds are indicated for claimed administrative costs, your application will be rejected.

f. *Reimbursement Procedures*

Payment will be made by allocation as follows:

Initial Allocation *(within 60 days of approval of grant)*	75%
Final Allocation	25%

Final allocation to be made upon state Project Monitor's receipt and approval of grantee's Final Project and Expenditure reports.

Budget Modifications

The grantee costs shall be paid in accordance with those specified in the "Project Budget Summary" on form TPE-G. Changes in budget line item amounts which are up to and including fifteen percent (15%) of the total budget amount may be made by the grantee if all project objectives are maintained. Changes in budget line item amounts which are greater than fifteen percent (15%) of the total budget amount may be made only upon the Project Monitor's written approval of a Budget Revision form (see TPE-J) as submitted by the grantee.

g. *Reporting Procedures*

Quarterly Progress Reports

All grantees will be required to provide quarterly financial and grant progress reports.

All reports are to be completed on forms provided by the Chancellor's Office and submitted to the designated Project Monitor.

Mailing Address: California Community Colleges
1107 Ninth Street, Ninth Floor
Sacramento, CA 95814-3607

Final Claims and Reports

Annual project reports must be received and approved by the Chancellor's Office Project Monitor before the final payment will be made. The report must be submitted within 30 days after completion of the project and submitted in the format provided by the Chancellor's Office. Failure to submit reports as indicated will be cause for the disencumbrance of funds.

Annual Report

The Annual Report must be submitted by June 30, 1994. An original and ten (10) copies (one photo-ready copy) should be mailed to the Project Monitor. The specific format and content for the Annual Report will be outlined at a later date.

h. *Copyright Authority*

Materials produced as a result of these special projects are works for hire and the copyright of all materials produced shall belong to the State of California.

2. Terms and Conditions of this Request for Applications

The following are the ground rules you should be aware of in preparing your application.

a. *Rejection of Application*

The State of California reserves the right to reject any and all applications received.

An application shall be rejected if:

it is received at any time after the exact time and date set for receipt of applications (*Public Grant Code* Section 10377(a)).

An application may be rejected if:

(1) it is not prepared in the format described or contains a material deviation from a requirement.

(2) it contains false or misleading statements or references which do not support an attribute or condition contended by the competitor. The application shall be rejected if, in the opinion of the State, such information was intended to erroneously and fallaciously mislead the State in its evaluation of the application and the attribute, condition, or capability of a requirement of this RFA.

(3) it does not contain a properly executed Statement of Compliance, Std. 19. By signing the Statement of Compliance, the bidder certifies under penalty of perjury under the laws of the State of California that the nondiscrimination program requirements of *Government Code* Section 12990 and Title 2, *California Code of Regulations* Section 8103 have been satisfied (form provided).

(4) there is a conflict of interest as contained in the following *Public Contract Code* sections:

> "*Public Contract Code* Section 10410. No officer or employee in the state civil service or other appointed state official shall engage in any employment, activity, or enterprise which is sponsored or funded, or sponsored and funded, by any state agency or department through or by a state Contract unless the employment, activity, or, enterprise is required as a condition of the officer's or employee's regular state employment. No officer or employee in the state civil service shall Contract on his or her own individual behalf as an

independent contractor with any state agency to provide services or goods."

"*Public Contract Code* Section 10411. (a) No retired, dismissed, separated, or formerly employed person of any state agency or department employed under the state civil service or otherwise appointed to serve in state government may enter into a contract in which he or she engaged in any of the negotiations, transactions, planning, arrangements, or any part of the decision-making process relevant to the contract while employed in any capacity by any state agency or department.

The prohibition of this subdivision shall apply to a person only during the two-year period beginning on the date the person left state employment.

(b) For a period of 12 months following the date of his or her retirement, dismissal, or separation from state service, no person employed under state civil service or otherwise appointed to serve in state government may enter into a contract with any state agency, if he or she was employed by that state agency in a policymaking position in the same general subject area as the proposed contract within the 12-month period prior to his or her retirement, dismissal, or separation. The prohibition of this subdivision shall not apply to a grant requiring the person's services as an expert witness in a civil case or to a contract for the continuation of an attorney's services on a matter he or she was involved with prior to leaving state service."

b. *Incurring Costs*

The State is not liable for any cost incurred by grantees prior to the issuance of a grant and receiving all necessary approvals.

Costs for developing applications are entirely the responsibility of the competitor and shall not be chargeable to the State.

c. *Audit Requirements*

Every State grant wherein a public entity is receiving State funds shall require that public entity to place in each of its contracts involving an expenditure of State funds in excess of $10,000, a provision which indicates that the contracting parties shall be subject to the examination and audit of the Auditor General for a period of five years after final payment under the contract (*Government Code* Section 10532).

The auditor must be permitted to review, and inspect the Contractor's books, documents, papers and records during the contract and for five years from final payment.

d. *Subcontracting*

If any subcontractors are to be used, each shall be identified in the application and the work to be performed shall be described. Any additional or substituted subcontractors will require the State's prior consent. Any payment for honorarium or planned use should be reported as a subcontract.

e. *Conflict of Interest*

Possible conflicts of interest must be addressed. Although an applicant will not be automatically disqualified by reason of work performed for, or financial interests in firms who may be affected by action of the Chancellor's Office, we reserve the right to consider the nature, extent and recency of such work.

The following list describes potential conflicts of interest which must be included in your application:

(1) A prior Chancellor's Office employee may not grant with the Chancellor's Office for at least one year.

(2) A prior State employee cannot grant with the State:

- for one year, if that employee was in a policymaking position in the same general subject area.
- for two years, if that employee was engaged in the negotiations, transactions, planning, arrangements or decision-making process relevant to the grants.

(3) A current State employee cannot grant with the Chancellor's Office.

f. *Errors*

If a competitor discovers any ambiguity, conflict, discrepancy, omission, or other error in the Request for Applications, he/she shall immediately notify the State of such error in writing and request modification or clarification of the document. Modifications will be made by addenda issued pursuant to this addenda. Clarifications will be given by written notice to all parties who have obtained a Request for Applications, without divulging the source of the request. Insofar as practicable, the State will give such notices to other interested parties, but the State shall not be responsible for failure to do so.

g. *Addenda*

The State may modify the RFA, prior to the date fixed for submission of final applications, by issuance of an addendum, to all parties who have been furnished the RFA for bidding purposes. Addenda will be numbered consecutively as a suffix to the RFA reference number. The first number for an addendum will be A-1.

h. *Protest Procedures*

An applicant may file a protest against the awarding of the grant. The protest must be filed with the Chancellor's Office during the five (5) working days that the proposed award is posted. Within five (5) days after filing the protest, the protesting bidder shall file with the Chancellor's Office, a full and complete written statement specifying the grounds for the protest. Protests are limited to the grounds contained in *Public Contract Code* Section 10378.

Once a protest has been filed, the grant may not be awarded until either the protest is withdrawn or the Chancellor's Office has decided the matter.

i. *Application Inquiries*

Oral communications of State officers and employees concerning the RFA shall not be binding on the State.

All general contacts and questions should be referred to the Chancellor's Office at the following address:

Tech-Prep Analyst
Chancellor's Office, California Community Colleges
1107 Ninth Street, Suite 900
Sacramento, CA 95814-3607
(916) 322-6294

j. *Agreements Required in Accepting a Chancellor's Office Grant*

As a grantee of the Chancellor's Office of the California Community Colleges, several things will be expected of you. To avoid any misunderstandings, here are the basic requirements.

(1) Your application will be the basis of a grant if your project is selected for funding. Therefore, you must be prepared to accept any and all obligations contained in the application, including matching costs/funds. Failure to fulfill these obligations could result in the cancellation of grant payments until problems are resolved.

(2) Grantees will be responsible for all services described in their application.

(3) Grantees will conduct their special project grant agreement in accordance with Chancellor's Office Instructions for Applicants, Part 4 of this RFA.

(4) Attendance at two (2) workshops is mandatory for the grantee. If you are selected, a representative of your project must attend. The first workshop, to be held in Sacramento, will take place during the early phases of implementation. The first workshop will offer an orientation, technical assistance, and a sharing of program experiences and special project networking. It is recommended that in addition to the project director, the individual responsible for maintaining special project records and audit trail attend the first workshop. The second workshop will also be held in Sacramento, and will give project directors the opportunity to present program accomplishments. Be sure to develop your budgets to include anticipated travel and per diem expenses for attending these workshops. Costs for travel and accommodations, however, may not exceed rates allowed by the State Board of Control for State employees. A schedule of allowable rates is shown on page 24.

(5) National Labor Relations Board Certification

The Contractor, by signing this grant, does swear under penalty of perjury that no more than one final unappealable finding of contempt of court by a Federal Court has been issued against that Contractor within the immediately preceding two-year period because of the Contractor's failure to comply with an order of a Federal Court which orders the grantee to comply with an order of the National Labor Relations Board (*Government Code* Section 14780.5).

(6) Drug-Free Workplace Certification

Grantee, by signing this grant, does swear under penalty of perjury under the laws of the State of California that grantee is in compliance with *Government Code* Section 8355 in matters relating to providing a drug-free workplace. The grantee shall:

a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations, as required by *Government Code* Section 8355(a).

b. Establish a Drug-Free Awareness Program as required by *Government Code* Section 8355(b), to inform employees about all of the following:

   (1) The dangers of drug abuse in the workplace,

   (2) The person's or organization's policy maintaining a drug-free workplace,

   (3) Any available counseling, rehabilitation and employee assistance program, and

   (4) Penalties that may be imposed upon employees for drug abuse violations.

c. Provide as required by *Government Code* Section 8355(c) that every employee who works on the proposed grant:

   (1) Will receive a copy of the company's drug-free policy statement, and

   (2) Will agree to abide by the terms of the company's statement as a condition of employment on the grant.

California Community Colleges

Tech-Prep Education Local Consortia Grants

APPLICATION FORMS SECTION

Application Coversheet – *TPE – A*

Intent to Participate – *TPE – B*

Statement of Need – *TPE – C*

Application Abstract – *TPE – D*

Work Statement – *TPE – E*

Timelime of Programs – *TPE – F*

Budget Summary – *TPE – G*

Application Budget by Objective – *TPE – H*

Budget Detail Sheet – *TPE – I*

Budget Revision – *TPE–J*

Quarterly Expenditure/Progress Report – *TPE–K*

Statement of Compliance – *Std. 19*

Economic Development/Vocational Education
California Community Colleges
TPE – A

FOR CHANCELLOR'S OFFICE USE ONLY

RFA I.D. No.: __________

Received: __________

APPLICATION COVERSHEET

Request for Applications Under the Tech-Prep Education Local Consortia Grants

Fiscal Agent: __________

Address: __________

Contract Contact Person: __________

Phone Number: ( ) __________

PROJECT DIRECTOR – Person who will actually carry out the project:

Name: __________ Title: __________

Signature: __________ Phone: ( ) __________

PROJECT SUPERVISOR – Person who will have overall supervisory responsibility for the project:

Name: __________ Title: __________

Signature: __________ Phone: ( ) __________

COLLEGE PRESIDENT

Name: __________ Title: __________

Signature: __________ Phone: ( ) __________

DISTRICT SUPERINTENDENT/CHANCELLOR OR AUTHORIZED DESIGNEE

Name: __________ Title: __________

Signature: __________ Phone: ( ) __________

DISTRICT SUPERINTENDENT/PRINCIPLE/ROC/P DIRECTOR/ADULT SCHOOL

Name: __________ Title: __________

Signature: __________ Phone: ( ) __________

VATEA–Title 3, Part E

Funds Requested: $ __________ **Period of Funding:** June 1, 1993 to June 30, 1994

Other VATEA Funds: $ __________ **Private Sector:** $ __________

Matching/Local Funds: **Local Funds:** $ __________ **Other:** $ __________

TOTAL: $ __________

Submit entire application by no later than 5:00 p.m. on Friday, September 10, 1993 to
Economic Development and Vocational Education Division
Chancellor's Office, California Community Colleges, 1107 Ninth Street, Suite 900,
Sacramento, CA 95814-3607
Postmarks will not be accepted. Facsimile copies (Fax) will not be accepted.

Economic Development/Vocational Education
California Community Colleges
TPE – B

Tech-Prep Education Consortium Membership

INTENT TO PARTICIPATE

Title 3, Part E

Tech-Prep Education Local Consortia Grants

COMMUNITY COLLEGE DISTRICT CHANCELLOR/SUPERINTENDENT

District: ______________________ **Phone:** (   ) ______________

Name: ______________________ **Title:** ______________

Signature: ______________________ **Date:** ______________

COMMUNITY COLLEGE PRESIDENT

District: ______________________ **Phone:** (   ) ______________

Name: ______________________ **Title:** ______________

Signature: ______________________ **Date:** ______________

SECONDARY SCHOOL DISTRICT SUPERINTENDENT

District: ______________________ **Phone:** (   ) ______________

Name: ______________________ **Title:** ______________

Signature: ______________________ **Date:** ______________

SECONDARY SCHOOL PRINCIPAL

District: ______________________ **Phone:** (   ) ______________

Name: ______________________ **Title:** ______________

Signature: ______________________ **Date:** ______________

REGIONAL OCCUPATIONAL CENTER/PROGRAM DIRECTOR

District: ______________________ **Phone:** (   ) ______________

Name: ______________________ **Title:** ______________

Signature: ______________________ **Date:** ______________

FOUR-YEAR COLLEGE REPRESENTATIVE

District: ______________________ **Phone:** (   ) ______________

Name: ______________________ **Title:** ______________

Signature: ______________________ **Date:** ______________

Obtain signatures from all institutions participating. Attach additional forms if necessary.

Send ten (10) copies (4 copies must have an original signatures) of the completed application to: Bobbie Juzek, Dean, Economic Development and Vocational Education Division, Chancellor's Office, California Community Colleges, 1107 Ninth Street, Suite 900, Sacramento, CA 95814-3607. These projects must be received no later than Friday, September 10, 1993 by 5:00 p.m.

INTENT TO PARTICIPATE *(Continued)*

BUSINESS/INDUSTRY REPRESENTATIVE

Business: ____________________ **Phone:** (   ) ____________
Name: ____________________ **Title:** ____________
Signature: ____________________ **Date:** ____________

Business: ____________________ **Phone:** (   ) ____________
Name: ____________________ **Title:** ____________
Signature: ____________________ **Date:** ____________

Business: ____________________ **Phone:** (   ) ____________
Name: ____________________ **Title:** ____________
Signature: ____________________ **Date:** ____________

Business: ____________________ **Phone:** (   ) ____________
Name: ____________________ **Title:** ____________
Signature: ____________________ **Date:** ____________

Business: ____________________ **Phone:** (   ) ____________
Name: ____________________ **Title:** ____________
Signature: ____________________ **Date:** ____________

Business: ____________________ **Phone:** (   ) ____________
Name: ____________________ **Title:** ____________
Signature: ____________________ **Date:** ____________

Business: ____________________ **Phone:** (   ) ____________
Name: ____________________ **Title:** ____________
Signature: ____________________ **Date:** ____________

Business: ____________________ **Phone:** (   ) ____________
Name: ____________________ **Title:** ____________
Signature: ____________________ **Date:** ____________

STATEMENT OF NEED

Title 3, Part E

Tech-Prep Education Local Consortia Grants

In the Statement of Need, demonstrate the relevance of Tech-Prep Education subject areas to current workforce demands for particular occupations. You may provide evidence of this through:

- findings from "needs assessment" studies regarding the demand for specific jobs. You may use needs assessment studies from industry, agency, or professional organizations.
- recommendations from industry advisory committees documenting the need for jobs in specific occupation areas.

(Use additional pages if necessary)

Economic Development/Vocational Education
California Community Colleges
TPE – D

APPLICATION ABSTRACT

Title 3, Part E

Tech-Prep Education Local Consortia Grants

Project Title: Tech-Prep Education Grants

Region: ____________________

Period of Funding: June 1, 1993 to June 30, 1994

	VATEA, Title III, Part E, Funds:	$ ________	**Private Sector:**	$ ________
	VATEA, Other Funds:	$ ________	**Other:**	$ ________
Matching/Local Funds:	**Local Funds:**	$ ________	**Total:**	$ ________

Project Director: ____________________

Organization: ____________________

Address: ____________________

____

Phone: (   ) ____________________

Summary of Application:

646

233/ED/VE-TPE RFA Forms *(Rev. 4/93)*

WORK STATEMENT

Title 3, Part E

Tech-Prep Education Local Consortia Grants

Year: ______________

Goals /Objectives	Activities	Timeline

TIMELINE OF PROGRAMS

Title 3, Part E

Tech-Prep Education Local Consortia Grants

A local consortium may choose to develop only one Tech-Prep Education program. In order to maximize the success of this project, it is recommended that consortium members limit the development of Tech-Prep Education programs. Please indicate the program areas of this proposal.

Subject Area	1993-94 Year 1 Plan	1994-95 Year 2 Plan

ATTACHMENT A

CROSSOVER CHART

Objects of Expenditure Classifications

USE THIS: (VATEA Reports OEC Number)	FOR THIS: (Budget and Accounting Manual OEC Number)
1100 Teachers' Salaries*	**1100 Teaching, Regular Certificate** Full-time, part-time teachers, substitute teachers **1300 Teaching, Other, Nonregular**
1200 Supervisors' Salaries*	**1200 Nonteaching, Regular Certificated** Deans, directors, coordinators Division/department supervisors
****Administrative Salaries**	
1200 Counselors' Salaries*	**1200 Nonteaching, Regular Certificated** Vocational counselors
1400 Noninstructional Salaries	**1400 Nonteaching, Other, Nonregular**
2100 Clerical Salaries*	**2100 Noninstruction, Regular Classified** **2300 Noninstruction, Other Clerical** Clerical support personnel Accounting personnel
2200 Instructional Aides' Salaries*	**2200 Instructional Aides, Regular Classified** **2400 Instructional Aides, Other** Classroom assistants
2300 Other Classified Salaries*	**2300 Noninstruction, Other Than Permanent** Student help, peer tutors, peer counselors Persons hired to provide transportation

** For Supervisional Function

*Please refer to the California Community Colleges *Budget and Accounting Manual* (rev. Oct. 1985), Section IV, pp. 29-43. This manual is available from the California Community Colleges Accounting Office, 1107 Ninth Street, Suite 500, Sacramento, California 95814 at a cost of $4.20 a copy, prepaid.

CROSSOVER CHART *(Continued)*

Objects of Expenditures Classifications

USE THIS: *(VATEA Reports OEC Number)*		**FOR THIS:** *(Budget and Accounting Manual OEC Number)*	
3000	**Employee Benefits***	3000	**Employee Health and Welfare Benefits**
		3100 to 3900	State Teachers' Retirement Funds: Public Employee Retirement Fund; Old Age, Survivors, Disability, and Health Insurance; Health and Welfare Benefits; State Unemployment Insurance; Workers' Compensation; Local Retirement System; Other Benefits
4100	**Textbooks and Other Books**	1100	**Textbooks** Textbooks used in classroom by students
		4200	**Other Books** Books for library resource, career center
4XXX	**Instructional, Media and Other Supplies**	4XXX	**Instructional Supplies** Periodicals and magazines Supplies (including freight) used by teachers and students Food and food service supplies used in an instructional program
		4XXX	**Audio-Visual Supplies** Blank discs, tapes, film, video tape, etc. Printed and published materials, films, pamphlets, maps, charts, etc., for class
		4XXX	**Noninstructional Supplies** Supplies used in care and upkeep of equipment; cost of vehicle upkeep for vehicles used for educational purposes
5XXX	**Contracts** *(Services)*	5XXX	**Personal Services** Lecturers, Consultants, Honorariums

*Please refer to the California Community Colleges *Budget and Accounting Manual* (rev. Oct. 1985), Section IV, pp. 29-43. This manual is available from the California Community Colleges Accounting Office, 1107 9th Street, Suite 500, Sacramento, CA 95814 at a cost of $4.20 a copy, prepaid.

Wimmer, Doris K.
Enabling Professionalism: The Master Technician Program. New Directions for Community Colleges, Vol. 16, No. 3, Fall 1988, pp. 95-100.

Report of the Joint Task Force.
Articulation Councils: Leadership for Cooperation Among Schools, ROC/Ps, Adult Schools, Community Colleges, and Employers. California: California Department of Education, California Community Colleges, 1991

A Report on Articulation with Secondary Schools.
Building the Bridge for Better Education. California: Chancellor's Office, California Community Colleges, 1987

2+2 Final Report. *Third-Party Evaluation of JointCareer-Vocational Education Articulation Projects.* California: Chancellor's Office, California Community Colleges, California Department of Education, 1990

2+2+2 Final Report. *2+2+2 Articulated Career Education Programs.* California: Chancellor's Office, California Community Colleges, 1991

Available Materials

The National Career Development Guidelines
Publisher: Northwest Regional Education Laboratory (NWREL), Copyright 1989.
Order From: NWREL Marketing Office
101 South West Main Street
Portland, Oregon 97204
$10.90 (#4453)
Set of six $57.90

AVA Pre-Convention Tech-Prep Conference
Publisher: American Vocational Association, The Center for Occupational Research and Development (CORD)
Order From: CORD
601 C Lake Air Drive
Waco, Texas 76710
1 (800) 231-3015
(817) 772-8756
(817) 772-8972 Fax

Economic Development/Vocational Education
California Community Colleges
TPE – G

BUDGET SUMMARY

Title III, Part E

Tech-Prep Education Consorita Grants

Organization: ____________________

Project Title: ____________________ **ID No.:** ____________________

(Review matching funds requirements)

(When entering dollar amount round off to nearest dollars. DO NOT TYPE CENTS.)

Object of Expenditure	Classifications	Line	(Matching Funds) Local Funds*	Title III, Part E	Federal Funds, PL 101-392	Total
1100	Teachers' Salaries	1				
1200	Supervisors' Salaries	2				
1200	Counselors' Salaries	3				
1400	Noninstructional Salaries	4				
2100	Clerical Salaries	5				
2200	Instructional Aides' Salaries	6				
2300	Other Classified Salaries	7				
3000	Employee Benefits	8				
4100	Textbooks, Other Books	9				
4XXX	Supplies	10				
5XXX	Contracts (Services)	11				
5XXX	Conference, Travel	12				
5XXX	Contracts, Rents	13				
5XXX	Utilities, Housekeeping	14				
6400	Equipment Lease/Purchase	15				
Total Direct Costs		16				
Total Indirect Support Charges ________ % *Cannot exceed 4% of line 16*		17				
Total Program Costs		18				

*Under "Local Funds," include the commitment of campus in-kind resources or private industry funds.

I authorize this cost proposal as the maximum amount to be claimed for this project.

Name/Title: ____________________

____
(Signature)

Economic Development/Vocational Education
California Community Colleges
TPE – H

APPLICATION BUDGET BY OBJECTIVE

Title III, Part E
Tech-Prep Education Consorita Grants

Organization: ______________________________

Project Title: ______________________________ **ID No.:** ______________

(Review matching funds requirements)

Objective Number	Description	Amount Budget
	Total Projected Budget	

(Use additional sheets if necessary)

Economic Development/Vocational Education
California Community Colleges
TPE – I

BUDGET DETAIL SHEET

Title III, Part E

Tech-Prep Education Special Project

Fiscal Agent: ______________________ **Project ID No.:** __________

Project Title: ____

(*COMPLETE ONE FORM FOR EACH SOURCE OF FUNDING*)

OBJECT OF EXPENDITURE	CLASSIFICATION	FUNDS

Economic Development/Vocational Education
California Community Colleges
TPE – I

BUDGET DETAIL SHEET
Title III, Part E
Tech-Prep Education Consortia Grants

Organization: ____________________

Project Title: ____________________ **ID No.:** __________

(Review Matching Funds requirements)
(When entering dollar amount, round off to nearest dollars. DO NOT TYPE CENTS.)

Object of Expenditure	Classifications	Funds
1100	Teachers' Salaries *Name/Classification* *(days/hours) x (daily/hourly rate) = $*	$
1200	Supervisors' Salaries *Name/Classification* *(days/hours) x (daily/hourly rate) = $*	
1200	Counselors' Salaries *Name/Classification* *(days/hours) x (daily/hourly rate) = $*	
1400	Noninstructional Salaries *Name/Classification* *(days/hours) x (daily/hourly rate) = $*	
2100	Clerical Salaries *Name/Classification* *(days/hours) x (daily/hourly rate) = $*	
2200	Instructional Aides' Salaries *Name/Classification* *(days/hours) x (daily/hourly rate) = $*	
2300	Other Classified Salaries *Name/Classification* *(days/hours) x (daily/hourly rate) = $*	
3000	Employee Benefits *Name and Rate Charged*	
4100	Textbooks, Other Books *List Costs*	
4XXX	Supplies *List Type and Costs* *- Instructional Supplies* *- Audio-Visual Supplies* *- Noninstructional Supplies* *- Print/Duplicating*	
5XXX	Contracts (Services) *Subcontractors (Presenters, Consultants, Honorariums)* *Name – (hourly//daily rate)* *Identify Specific Service to be Rendered*	
5XXX	Conference, Travel *Number of Meetings and Estimated Cost* *Conference Fees* *Advisory Committee Meetings (Number of Participants and Break-out of Costs)*	
5XXX	Contracts, Rents *Costs of Conference/Workshop Facilities – List Estimated Costs* *Rental/Lease Purchase of Equipment* *Legal and Audit Expenses – List Estimated Costs*	
5XXX	Utilities, Housekeeping *Telephone – List Estimated Costs* *Postage – List Estimated Costs* *Reproduction (copies) – List Estimated Costs*	
6400	Equipment Lease/Purchase *Type of Equipment, Software and List Estimated Costs*	

Total Direct Costs	16	$	$	$	$
Total Indirect Support Charges ________ **%** *Cannot exceed 4% of line 16*	17	$	$	$	$
Total Program Costs	18	$	$	$	$

CROSSOVER CHART *(Continued)*
Objects of Expenditures Classifications

USE THIS: (VATEA Reports OEC Number)		FOR THIS: (Budget and Accounting Manual OEC Number)	
5XXX	**Conference, Travel**	5XXX	**Travel, Conference, and Mileage Expense** Per diem and actual necessary expenses; advisory committee costs; administration – attendance at meetings primarily directed to management of educational programs; mileage paid to instructors for off-campus sites Conferences/meetings for professional development
		5XXX	**Dues and Membership Fees**
5XXX	**Contracts, Rents**	5XXX	**Rents, Leases, and Repairs** Rental/lease of classrooms; contracts for repair of equipment; rental/lease of equipment
		5XXX	**Legal and Audit Expenses**
		7200	**Tuition Transfers** Interprogram charges Interdistrict tuition Tuition paid to ROCs/ROPs
		7500	**Student Financial Aid**
5XXX	**Utilities, Housekeeping**	5XXX	**Utilities and Housekeeping** Laundry, dry-cleaning, etc., directly attributable to instruction (include contracts for these services); other services, to include water, fuel, telephone, surveys, postage, and postage meters
6400	**Equipment**	6500	**Lease-Purchase** Equipment obtained through lease-purchase agreements

***Please refer to the California Community Colleges *Budget and Accounting Manual* (rev. Oct. 1985), Section IV, pp. 29-43. This manual is available from the California Community Colleges Accounting Office, 1107 9th Street, Suite 500, Sacramento, CA 95814 at a cost of $4.20 a copy, prepaid.**

ATTACHMENT C

Bibliography

Hull, Dan and Parnell, Dale. Tech-Prep Associate Degree, *A Win/Win Experience*. Texas: Center for Occupational Research and Development, 1991

Key, Cassy. *Tech-Prep: Connecting to Your Future*. Waco, Texas: Center for Occupational Research and Development, July 25, 1989.

National Academy for Vocational Education. The National Center for Research in Vocational Education. *A Workshop on Articuiation of Secondary-Postsecondary Curriculum [sic] in Vocational/Technical Education*, March 20-21, 1986, Ann Arbor, Michigan.

Nicholson, R. Stephen, moderator; Richard Thompson, Vice Chancellor, Academic Services, Oakland Community College; Robert L. Larsen, Director, Human Resource Development, Oakland Schools; and James Doyle, Assistant Superintendent, Instruction, Troy Schools, Michigan; presenters. *College Showcase 16: Building a Tech-Prep Program – A Michigan Model.* Sponsored by Oakland Community College, Michigan. AACJC 69th Annual Convention, Washington, D.C., March 29-April 1, 1989.

Parnell, Dale. *The 2+2 Tech-Prep/Associate Degree Program: Making Winners of Ordinary Students. The Neglected Majority*. Washington, D.C.: The Community College Press, 1985.

Teceiro, Edward R., Assistant Dean, Academic Affairs, Bristol Community College, Massachusetts, moderator/presenter; John E. McCarthy, Superintendent of Schools, Swansea Public Schools, Massachusetts, presenter. *College Showcase 38: Tech-Prep/Two-Plus-Two – Implementation Strategies that Work*. Sponsored by Bristol Community College Massachusetts. AACJC 69th Annual Convention, Washington, D.C., March 29, April 1, 1989.

Weirick, William L., moderator; Ned Curtis, Superintendent, Lakeshore Public Schools, Michigan; Barry Kenreich, Chairperson, Division of Technology, Lakeshore Public Schools; and Patricia Hall, Dean, Occupational Studies, Lake Michigan College, Michigan; presenters. *College Showcase 17: Tech-Prep – Partnerships for the 90's and Beyond.* Sponsored by Lake Michigan College, Michigan. AACJC 69th Annual Convention, Washington, D.C., March 29-April 1, 1989.

REQUEST FOR PROPOSALS TO ESTABLISH A BUSINESS EDUCATION TECH-PREP RESOURCE CONSORTIUM

AUTHORIZED BY THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT, THE NOTICE OF PROPOSED RULEMAKING FOR THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY ACT, AND THE CALIFORNIA STATE PLAN FOR THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT FUNDS 1991-1994

CALIFORNIA DEPARTMENT OF EDUCATION IN
COOPERATION WITH THE CHANCELLOR'S OFFICE,
CALIFORNIA COMMUNITY COLLEGES

DATED MATERIAL -- OPEN IMMEDIATELY

DEADLINE FOR RECEIPT OF APPLICATIONS
4:00 P.M.
APRIL 20, 1992

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Section 9 Contract Award Protest Procedures 30

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Attachment 2 "Small Business Preference Sheet"

Attachment 3 Compliance with M/W/DVBE Participation Goals

Attachments A, B, C, D, F

Attachment 4 "Certification Regarding Debarment..."

Attachment 5 "Certification Regarding Lobbying..."

Attachment 6 "Certification Regarding Provision of a Drug-Free Workplace"

Attachment 7 Protest Procedures for Competitive Bidding (State Administrative Manual)

Attachment 8 "Vocational Education Application for Funding" (CDE 100, CDE 100-A, CDE 100-B, CDE 101-A)

BUSINESS EDUCATION TECH-PREP RESOURCE CONSORTIUM

SECTION 1 - PURPOSE

DESCRIPTION OF THE TECHNOLOGY PREPARATION (TECH-PREP) RESOURCE CONSORTIUM CONTRACT

The California Department of Education (CDE), in cooperation with the Chancellor's Office, California Community Colleges (COCCC), is offering a contract in the maximum amount of $475,000 to a consortium of secondary schools, ROC/Ps, adult schools, community colleges, and private postsecondary schools to operate a Business Education Tech-Prep Resource Consortium. The contract will be awarded by June 1, 1992. The funds for this project are federal vocational education funds made available through the Carl D. Perkins Vocational and Applied Technology Education Act, Title III, Part E, of 1990.

Tech-prep education requires student proficiency in a common core of mathematics, science, communications, and technologies within the two years of secondary school preceding graduation and two years of higher education or an apprenticeship program. Tech-prep is intended to provide students with a base of technological capability as part of their fundamental education. Numerous studies conducted in the past decade have described the changing workplace and the related skills needed to be successful. Changes in demographics, economics, technology, and the educational "culture" have resulted in a need to implement a new curriculum design in technology education. Tech-prep education de-emphasizes preparation for full-time employment at the conclusion of high school and, instead, emphasizes the preparation for a two-year postsecondary technical education.

Students selecting a business career path begin a sequence of courses in eleventh and twelfth grades that they continue in postsecondary education. The two years of high school and the two years of postsecondary work (2+2) in an associate degree or certification program can be further expanded with courses that lead to additional certifications. In order for tech-prep education to be a viable option for students, articulation among high school, ROC/P, community college, and adult school staff is necessary.

PURPOSES OF CONTRACT

A contract will be awarded to a Tech-Prep Consortium to form a Tech-Prep Resource Consortium which will:

Develop and implement Business, Marketing, and Computer Science tech-prep programs in the secondary and two-year postsecondary programs of the Consortium.

Development of the tech-prep programs will occur over a three-year period with major outcomes occurring as follows:

Year 1

A. develop student performance standards and related integrated performance activities for the business technology core, each career path cluster, and career specialization identified in CDE framework.

B. develop program sequences for the Computer Science and Information Systems and Marketing career paths.

Year 2

A. develop program sequences for Accounting and Finance and Business Administration, Economics, and Law career paths.

B. develop workplace learning strategies.

C. develop guidance strategies.

D. develop training plans for Computer Science and Information Systems and Marketing career paths.

Year 3

A. develop training plans for the Accounting and Finance and Business Administration, Economics, and Law career paths.

Detailed outcomes and activities for Years 1, 2, and 3 are identified in Section 3 "Scope of Work," page 10.

SECTION 2 - BACKGROUND

Section 342 thru 347 of the Carl D. Perkins Vocational and Applied Technology Education Act provides for planning and demonstration funding to develop and operate four-year tech-prep education programs. Furthermore, Part 406 of the proposed rules for the Act printed in the Federal Register (Vol. 56, No. 198, October 11, 1991) permits the state to contract to a consortium. Toward this end, Section 13, Part 9 of the California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds 1991-1994 authorizes statewide development of a Industrial and Technology Education Tech-Prep Resource Consortium.

I. SYNOPSIS OF THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1990, TITLE III, TECH-PREP EDUCATION

"Section 342. Findings and Purpose

a. Findings - The Congress finds that--

(1) rapid technological advances and global economic competition demand increased levels of skilled technical education preparation and readiness on the part of youths entering the work force;

(2) effective strategies reaching beyond the boundaries of traditional schooling are necessary to provide early and sustained intervention by parents, teachers, and educational institutions in the lives of students;

(3) a combination of nontraditional school to work technical education programs, using state-of-the-art equipment and appropriate technologies, will reduce the dropout rate for high school students in the United States and will produce youths who are mature, responsible, and motivated to build good lives for themselves;

(4) the establishment of systematic technical education articulation agreements between secondary schools and postsecondary education institutions is necessary for providing youths with skills in the liberal and practical arts and in basic academics, including literacy instruction in the English language, and with the intense technical preparation necessary for finding a position in a changing work place;

(5) by the year 2000 an estimated 15,000,000 manufacturing jobs will require more advanced technical skills, and an equal number of service jobs will become obsolete;

(6) more than 50 percent of the jobs that are developing will require skills greater than those provided by existing educational programs;

(7) dropout rates in urban schools are 50 percent or higher, and more than 50 percent of all Hispanic youth drop out of high school; and

(8) employers in the United States pay an estimated $210,000,000,000 annually for formal and informal training, remediation, and lost productivity as a result of untrained and unprepared youth joining, or attempting to join the work force of the United States."

(9) Many of the new entrants to the workforce will be women, minorities, and immigrants.

"b. **Purpose - It is the purpose**

(1) to provide planning and demonstration grants to consortia of local educational agencies and postsecondary educational institutions, for the development and operation of four-year programs designed to provide a tech-prep education program leading to a two-year associate degree or a two-year certificate; and

(2) to provide in a systematic manner, strong, comprehensive links between secondary schools and postsecondary educational institutions."

Section 343. Program Authorized

The (federal) program is authorized at $125 million for 1991 and then such sums as may be necessary for each additional year. The State Board, in accordance with the provisions of this part which are not inconsistent with this paragraph, shall award grants on a competitive basis or on the basis of a formula determined by the State Board, for tech-prep education programs to consortia described in Section 343, subsection (a)(1).

Section 344. Tech-Prep Education Programs

Grant funds shall be used to develop and operate a four-year tech-prep education program. The program shall:

"(1) be carried out under an articulation agreement between consortium participants;

(2) consist of two years of secondary school and two years of higher education, or an apprenticeship

program of at least two years, with a common core of required proficiencies in mathematics, science, communications, and technology designed to lead to an associate degree or certificate in a specific career field;"

(3) include development of appropriate program curricula;

(4) include inservice training for teachers and counselors to effectively implement tech-prep curricula and recruit students for the tech-prep programs including the recruitment, retention, and placement of females, minorities, and immigrants;

(5) provide equal access to members of special population groups;

(6) provide for preparatory services to assist all program participants, including single mothers and single fathers;

(7) additionally, it may provide for equipment acquisition; and,

(8) it may acquire technical assistance from state or local entities that have successful tech-prep programs.

Section 345. Applications

Each consortium that desires to receive a contract to fund a tech-prep program must submit a proposal to the Chancellor's Office, California Community Colleges. The application shall contain a three-year plan for the development of the tech-prep program.

The CDE shall approve applications based on their potential to create an effective tech-prep education program as provided for in section 344 of this act.

Special consideration will be given applications that:

"(1) provide for effective employment placement activities or transfer of students to four-year baccalaureate programs;

(2) are developed in consultation with business, industry and labor;

(3) address effectively the issues of dropout prevention and re-entry and the needs of minority youths, youths of limited English proficiency, youths with handicaps and disadvantaged youths."

Allocations will be equitably distributed between urban and rural consortia participants.

Section 346. Reports

The Secretary will submit a report to the Congress evaluating the effectiveness of the program effectiveness after its first year of operation.

Section 347. Definitions

The term "articulation agreement" means a commitment to a program designed to provide students with a non-duplicative sequence of progressive achievements leading to competencies in a tech-prep education program.

The term "community college" is an institution which provides not less that a two-year program which is acceptable for full credit toward a bachelor's degree; and includes tribally controlled community colleges.

The term "tech-prep education program" means a combined secondary and postsecondary program which: leads to an associate degree or two-year certificate; provides technical preparation in at least one field of engineering technology, applied science, mechanical, industrial, practical art or trade, agriculture, health, or business and builds students competence in mathematics, science, and communications (including through applied academics) through a sequential course of study and leads to placement in employment.

The terms "institution of higher education" and "higher education" include institutions offering apprenticeship programs of at least two years beyond the completion of secondary school.

II. SYNOPSIS OF THE CALIFORNIA STATE PLAN FOR CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT FUNDS, 1991-94, SECTION 13: TECH-PREP PROGRAMS.

Part 3: Tech-Prep Resource Consortium

The State Plan requires that:

> "Contracts for the six Tech-Prep Resource Consortia be awarded through a competitive process. To be eligible to compete for a contract to serve as a Resource Consortium, the consortium must meet all requirements established for the Tech-Prep Consortia Projects and meet the following criteria:
>
> 1. A Resource Consortium applicant must have an established articulation council which:
>
>   a. has active representation and participation from high schools, ROC/Ps, and community colleges;
>
>   b. serves a policy recommending role and facilitates the articulation

process among administrators, instructors, counselors, and other student services and business representatives;

c. meets regularly;"

d. includes women and minority business representation.

2. "A Resource Consortium applicant must demonstrate effective articulation practices, including:

    a. Pursuit of a comprehensive plan for school-to-college articulation which includes an intersegmental process for selection of programs or courses to be articulated, the definition of articulation parameters, faculty-to-faculty dialogue, and curriculum development.

    b. Procedures which identify the process for students to make a smooth transition from the secondary school, adult school, and ROC/P articulated programs to the community college program or course.

    c. Procedures which define specific roles for administrators, instructors, counselors, and support staff in the articulation process.

    d. Policies which describe how students in secondary school, adult school, and ROC/P articulated classes can receive college credit and/or advanced placement for the coursework.

    e. Procedures for providing information to students, parents, and to school and college staff on how college credit and/or advanced placement may be granted for work completed at the secondary school, adult school, and ROC/P."

f. Procedures for assuring that female and minority students in the programs will be equal to their proportion in the population.

3. "A Resource Consortium applicant should have a student follow-up system in place to track students' transition to either the next level of the tech-prep program, to the university, or to work.

4. A Resource Consortium applicant should demonstrate effective student recruitment practices including a written marketing plan and the dissemination of student information materials for outreach and guidance.

5. A Resource Consortium applicant must demonstrate that it operates an articulated tech-prep program that meets program quality standards of excellence in the occupational area for which it seeks the contract for providing expert assistance in curriculum and professional development in support of the Tech-Prep Consortia projects.

Eligible applicants may submit a proposal in response to a RFP for a contract to operate a Tech-Prep Resource Consortium. Applicants must submit a proposal which outlines a three-year plan of operation for a Business Education Tech-Prep Resource Consortium. The plan must describe:

1. how it meets the criteria established above for qualifying for a Tech-Prep Consortium Project contract;

2. how it will meet the performance criteria for developing and operating tech-prep programs within the institutions participating in the consortium as described above;"

3. how other Tech-Prep Consortia projects within the region may access information and assistance to establish effective articulation agreements; and

4. how other Tech-Prep Consortia may access expert assistance on a cost recovery basis in terms of products or services needed to develop and operate tech-prep programs in one of the Business, Marketing, Computer Science career paths. This shall include specific plans for:

   a. developing and field testing state-of-the-art model curricula that integrate a common core of proficiencies in science, math, communications, and technologies in the designated career path(s); and

   b. developing programs for preparing facilitators to conduct effective professional development for teachers in the use of the tech-prep curriculum and instructional materials and equity issues.

   c. responding to requests from Tech-Prep Consortia projects for products and services.

SECTION 3 - SCOPE OF WORK

This section identifies the outcomes to be accomplished by the Resource Consortium over a three-year contract period. The applicant must identify how each outcome is to be accomplished in the proposal outlined and described in Sections 5 and 10.

The Resource Consortium is expected to develop, field test, operate, and evaluate a Business Education tech-prep program of instruction. This project is to address the Computer Science and Information Systems, Business Administration, Economics, and Law, Accounting and Finance, and Marketing career path clusters. For each career path cluster, the project is to establish the following:

1. Tech-prep career path models;
2. Performance-based student standards for the entry and technician career levels, and integrated performance-based activities that incorporate science, mathematics, and communications with the technical core subject;
3. Program sequences of instruction for each career path cluster which provide for integration of vocational and academic content, and articulation among the high school, ROC/P, adult schools, community college, and where applicable, apprenticeship programs or proprietary schools;
4. Classroom-level curricular sequences linking student performance standards and integrated performance activities to provide a continuum of instruction and preparation leading to entry, technical, and professional level occupations;
5. Work-place learning program experiences which are industry-based and fully integrated with the school/college-based academic and technical instructional program;
6. A system for use of student assessment measures aligned with the CDE's model curriculum performance standards for Business, Marketing, and Computer Science;
7. Guidance materials and strategies to inform parents and students (middle school through adult), of the tech-prep program offerings which lead to career opportunities at the entry, technical, and professional levels in the various career path clusters addressed by the Business Education Tech-Prep Resource Consortium;
8. Teacher inservice programs for effectively providing the sequenced tech-prep program of instruction including the integrated curriculum, work-place learning experiences, and performance-based assessments;
9. A system for program assessment aligned with program quality standards;
10. Provision of services and products on a cost-recovery basis to assist other Tech-Prep Consortia to develop and operate a tech-prep program in one or more of the career path clusters addressed by the Resource Consortium; and
11. Referral to appropriate support services such as dependent care and transportation.

12. Development of strategies; i.e., cooperative learning which can be utilized to tutor disadvantaged students.

TO accomplish the intended outcomes stated above, the Tech-Prep Resource Consortia, with the support of the California Department of Education and the Chancellor's Office of the California Community Colleges, will engage in activities leading to the following outcomes:

Year 1

Outcomes

(1) Assess occupational needs, current and anticipated, in occupations related to the Business, Marketing, and Computer Science curriculum career path clusters.

(2) Develop student performance standards and related integrated performance activities for the business technology core, each tech-prep career path cluster and career specialization identified in the CDE "Framework" program model.

(3) Establish and convene a field review committee of business education practitioners, administrators, and counselors representing secondary, ROC/P, community college, and adult schools to review and critique the student performance standards and integrated performance activities. This committee will be balanced by gender and ethnic origin.

(4) Validate the student performance standards by representatives of business and industry to ensure that the standards are consistent with industry requirements and of sufficient rigor to enable transition to higher levels of education or work.

(5) As industry-specific consortia are developed by Workforce California, coordinate project activities with the appropriate Workforce California Task Force(s).

(6) Work cooperatively with the CDE contractor for Student Assessment, pilot-test authentic performance-based student assessment instruments developed for the Business, Marketing, and Computer Science career path clusters.

(7) Develop program-sequencing guides for the Computer Science and Information Systems and Marketing career path clusters. Each of the program sequencing guides will include:

   (a) The integrated performance activities for each performance standard included in the Computer Science and Information Systems and Marketing career path clusters.

   (b) Recommended course and program sequences which include:

      - grouping of student performance standards and integrated performance activities into recommended courses

      - a variety of recommended course sequences for each tech-prep career path cluster and career path specialization at each level (entry, technical, and professional)

- course/program sequencing for small, middle, and large enrollment schools in the consortium

- curriculum articulation between middle schools, high schools, ROC/Ps, community colleges, and adult schools

(8) Utilize the field review committee to review and critique the course sequencing and integrated performance activities guides.

(9) Develop and provide draft Program Sequencing Guides to middle schools, high schools, ROC/Ps, community colleges, and adult schools participating in the consortium.

(10) Establish a data base to identify exemplary practices in Business, Marketing, and Computer Science tech-prep programs participating in the consortium.

(11) Begin research to identify replicable Business, Marketing, and Computer Science tech-prep programs participating in the consortium.

(12) Begin researching and compiling samples of training plans used by LEAs to provide workplace learning for students.

(13) Based upon input from Resource Consortium personnel and field advisory committee(s), assist CDE Business Education Unit personnel to develop strategies/plans for providing staff development in:

- implementing the new tech-prep curriculum

- integrating academic and vocational education

- collaboration and articulation

- leadership skills needed to effect tech-prep curriculum changes

Business Education Tech-Prep Consortium staff will, on a cost recovery basis, assist CDE in conducting staff development activities.

Year 2 The scope of expectations for the work to be accomplished for year 2 is not as detailed as that detailed for year 1. It is recognized that part of the scope of work for year 1 will need to have some continuation in the developmental stage during year 2. The more specific scope of work for year 2 will be determined by the outcomes and progress in year 1.

In light of the above information about year 2, the following information is presented to describe expectations for year 2, assuming that the specified outcomes are achieved during year 1.

Outcomes

(1) Develop program sequencing guides for the Business Administration, Economics, and Law, and Accounting and Finance career path clusters. Each of the program sequencing guides will include:

  (a) The integrated performance activities for each performance standard included in the Business Administration, Economics, and Law, and Accounting and Finance career path clusters.

  (b) Recommended course and program sequences which include:

  - grouping of student performance standards and integrated performance activities into recommended courses

  - a variety of recommended course sequences for each tech-prep career path cluster and career path specialization at each level (entry, technical, and professional)

  - recommended course/program sequencing for small, middle, and large enrollment schools

  - recommended curriculum articulation among middle schools, high schools, ROC/Ps, community colleges, and adult schools.

(2) Implement field testing of the curriculum developed in year 1.

(3) Develop assessment measures to determine usefulness of the curriculum.

(4) Complete the compilation of training plans currently used by LEAs for providing workplace learning to students.

(5) With the assistance of field practitioners, develop a workplace learning strategies document to include, but not limited to, methods and materials for implementing community classroom, cooperative education, apprenticeship, job shadowing, and internship learning activities. The workplace learning strategies will support student performance standards at entry, technical, and professional levels and will include learning strategies for disabled students.

(6) On a cost-recovery basis and upon request, provide high schools, ROC/Ps, community colleges, and adult schools with the Workplace Learning Strategies document.

(7) Develop cooperative education and community classroom training plans for the Computer Science and Information Systems and Marketing career path clusters at entry and technical levels.

(8) Convene a field-review committee of practitioners representing high school, ROC/P, community college, and adult school personnel to review and provide input to the training plan development.

(9) Provide the training plans for the Computer Science and Information Systems and Marketing career path clusters to appropriate consortium program sites.

(10) Develop an outreach and guidance strategy document to assist teachers and counselors to guide students into business career path clusters that are appropriate to their goals, interests, and abilities. Special attention will be given to addressing the guidance and counseling needs of minority, disadvantaged, disabled, and female students.

(11) Convene a field review committee of business education practitioners, students, counselors, parents, and administrators representing middle schools, high schools, ROC/Ps, and community colleges to review, provide input, and critique the guidance strategy document.

(12) Provide the guidance strategy document to appropriate middle schools, high schools, ROC/Ps, and community colleges participating in the consortium.

(13) Develop a data base of additional integrated performance activities for each of the performance standards and content areas in the four Business, Marketing, and Computer Science career path clusters.

(14) Refine, edit, and revise the course sequencing and integrated performance activities guides with input from a field advisory committee.

(15) Disseminate additions/revisions to the Program Sequencing Guides to appropriate middle school, high school, ROC/P, community college, and adult school sites participating in the consortium.

(16) Based upon input from Resource Consortium personnel and field advisory committee(s), assist CDE Business Education Unit personnel to develop strategies/plans for providing staff development in:

- outreach and guidance strategies designed to recruit students into Business, Marketing, and Computer Science tech-prep programs; ensure that students successfully complete such programs; ensure that students are placed in appropriate employment and obtain equality of outcomes with female, minority, disadvantaged, and disabled students
- using program materials developed by Resource Consortium, CDE, and COCCC staff to meet local needs
- collaboration and articulation
- leadership skills needed to effect tech-prep curriculum changes

Business Education Tech-Prep Consortium staff will, on a cost recovery basis, assist CDE in conducting staff development activities.

(17) Collaborate with the Guidance and Counseling Tech-Prep Resource Consortium to ensure that guidance and counseling materials, services, and strategies are developed to address the needs of students enrolled or considering enrollment in Business Education.

(18) Provide original copies of curriculum products developed by the consortium to CDE for use in CDE-sponsored staff development activities.

Year 3 It is recognized that part of the scope of work for year 2 will need to have some continuation in the developmental stage during year 3. The more specific scope of work for year 3 will be determined by the outcomes and progress in year 2.

Outcomes

(1) Review and re-validate the curriculum framework and standards based upon input received from field personnel, resource consortia, CDE, and COCCC staff.

(2) Initiate a data base of those business education program sites in the consortium that have implemented the new Business, Marketing, and Computer Science tech-prep curriculum.

(3) Review and evaluate the course sequencing and integrated performance activities guides.

(4) Develop training plans for the Accounting, Finance and Business Administration, Economics and Law career path clusters at entry and technical levels.

(5) Provide for field input and review of training plans.

(6) Print the training plans and make available to high schools, ROC/Ps, community colleges, and adult schools participating in the consortium.

(7) Assist CDE Business Education Unit personnel to provide a minimum of three formalized demonstration programs which model the Business, Marketing, and Computer Science tech-prep programs. Each demonstration program site will:

- promote the demonstration program through program announcements to high schools, ROC/Ps, and community colleges in the region
- provide a one-day staff development program as part of the demonstration
- prepare and disseminate program information/materials related to the tech-prep program to be demonstrated

(8) Provide original copies of curriculum products developed by the consortium to CDE for use in CDE-sponsored staff development activities.

SECTION 4 - GENERAL PROPOSAL INFORMATION

ELIGIBLE APPLICANTS

A consortium consisting of the following entities may submit a proposal in response to this RFP:

1. local education agencies, county offices of education, or regional occupational centers/programs serving secondary school students or secondary schools funded by the Bureau of Indian Affairs; and

2. A) nonprofit institutions of higher education which offer a two-year associate degree program, a two-year certificate program and which are qualified as institutions of higher education pursuant to Section 481(a) of the Higher Education Act of 1965, including institutions receiving assistance under the Tribally Controlled Community College Assistance Act of 1978 or a two-year apprenticeship program that follows secondary instruction, if such nonprofit institutions of higher education are not subject to a default management plan required by the U.S. Secretary of Education; or

   B) proprietary institutions of higher education which offer a two-year associate degree program and which are qualified as institutions of higher education pursuant to Section 481(a) of the Higher Education Act of 1965 if such proprietary institutions of higher education are not subject to a default management plan required by the U.S. Secretary of Education.

The applicant must be legally constituted and qualified to do business within the State of California (registered with the Secretary of State). With the exception of applicants whose legal status precludes incorporation (i.e., public agencies, sole proprietorships, partnerships), applicants who are not fully incorporated by the deadline for submitting proposals will be disqualified.

APPLICANT QUALIFICATIONS

To qualify to submit a proposal for the Business Education Tech-Prep Resource Consortium, an applicant must be a consortium of secondary and postsecondary institutions which meet the following Tech-Prep Consortia qualifications:

1. Establishment of an Articulation Council with representation of one or more secondary and one or more postsecondary institutions within the geographic area and assurance that participation on the Articulation Council by all secondary, adult schools, ROC/Ps, community colleges, and, if possible, trade schools in the area has been actively encouraged.

2. Submission of a three-year plan that describes how the Articulation Council will function, and establishes priorities and a timeline for the development of tech-prep programs in the various technical fields established by this RFP.

3. Designation of one of the participating districts as the fiscal agent for the consortium and of a coordinator responsible for administration of the tech-prep contract.

4. Development of a three-year plan which describes how the consortium plans to meet the following performance criteria as specified by the Carl Perkins Vocational and Technical Act of 1990.

A. Establishment of an articulation agreement between participants in the consortium.

B. Provision of programs of instruction which consist of the two years preceding graduation and two years of higher education, or an apprenticeship program of at least two years following secondary instruction, with a common core of required proficiency in mathematics, science, communications, and technologies designed to lead to an associate degree or certificate in a specific career field.

C. Development of Business Education tech-prep education program curricula appropriate to the needs of the consortium participants.

D. Provisions of professional development training for teachers/faculty that:

  (1) is designed to assist teachers to effectively implement tech-prep education curricula;

  (2) provides for joint professional development for faculty from all participants in the consortium; and

  (3) may provide such professional development in weekend, evening, and summer sessions, institutes, or workshops.

E. Provision of professional development for counselors designed to enable counselors to more effectively:

  (1) recruit students for tech-prep education programs;

  (2) ensure that students successfully complete such programs; and

  (3) ensure that students are placed in appropriate employment.

F. Provision for the equal access to the full range of technical preparation programs to individuals who are members of special populations, including the development of tech-prep education program services appropriate to the needs of such individuals.

G. Provision for preparatory services which assist all participants in such programs.

H. Provision for the acquisition of Business, Marketing, Computer Science tech-prep education program equipment.

I. Identification of the needs for expert assistance from the Tech-Prep Resource Consortium for the establishment of articulation agreements and for the development and operation of tech-prep programs in the designated occupational areas.

In addition, Tech-Prep Resource Consortium applicants must also meet the following criteria:

1. A Resource Consortium applicant must have an established articulation council.
2. A Resource Consortium applicant must demonstrate effective articulation practices.

3. A Resource Consortium applicant should have a student follow-up system in place to track students' transition to either the next level of the tech-prep program to the university or to work.

4. A Resource Consortium applicant should demonstrate effective student recruitment practices including a written marketing plan and the dissemination of student information materials for outreach and guidance.

5. A Resource Consortium applicant must demonstrate that it operates an articulated tech-prep program that meets program quality standards of excellence in business education and is qualified to provide expert assistance in curriculum and professional development.

6. Resource Consortium project director and lead staff must be qualified educators in one or more of the business tech-prep career path clusters with broad-based curriculum, staff development, and technical assistance experience in business education. Resource Consortium director and lead professional staff will be jointly selected and/or approved by the applicant and the CDE.

7. Applicants must submit a proposal which outlines a three-year plan of operation for the Business Education Tech-Prep Resource Consortium. The plan must describe:

   A. How it meets the criteria established above for qualifying for a Tech-Prep Consortium Project grant/contract.

   B. How it will meet the performance criteria for developing and operating tech-prep programs within the institutions participating in the local consortium as described above.

   C. How it will assist the CDE in providing materials and services to other Consortia projects, on a cost recovery basis, within the state to establish effective tech-prep programs in Business, Marketing, and Computer Science.

   D. How it will achieve the specific outcomes required of the Business Education Tech-Prep Resource Consortium as identified in Section 3, "Scope of Work" of this RFP.

FUNDING

The Business Education Tech-Prep Resource Consortium will be funded up to a maximum of $475,000 annually for a period of up to three years beginning approximately June 1, 1992. Contract renewal after year 1 will be contingent upon the successful completion of annual contract outcomes as determined by the third-party evaluator, CDE, and COCCC staff and the availability of funds.

It is anticipated that this contract will begin approximately June 1, 1992, and will be completed in approximately three years. The actual starting date of the contract is contingent upon approval of the agreement by the Department of General Services.

Cost/price proposals below 75 percent of the maximum amount of this contract will automatically be rejected as being inadequate to service the Scope of this RFP.

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SECTION 5 - PROPOSAL FORMAT

A. General Requirements

It is essential that the proposal submitted comply with the format and content requirements detailed in this section. All proposals must be clearly labeled on the outside of the envelope with the proposal title:

Request for Proposal
Business Education Tech-Prep Resource Consortium Project

Each bidder must submit to the CDE a proposal which provides proof of its experience, its qualifications to conduct the required activities, its approach to completing those tasks, and (separately) the estimated costs for doing so. Ten copies (one original and nine copies) of both the technical and cost proposals are due by 4:00 p.m., April 20, 1992 at:

Business Education Unit
Career-Vocational Education Division
California Department of Education
721 Capitol Mall, 4th Floor
Sacramento, CA 95814
ATTN: GARY THOMPSON

Proposals sent by express courier or otherwise hand delivered should be directed to the CDE at the same address as above.

Proposals not received at the designated place, by the date and time specified, will not be accepted and will be returned to the sender marked "LATE RESPONSE."

Submittal of a proposal constitutes a release of information and waiver of the individual's right of privacy with regard to information provided in response to the RFP. Ideas and formats presented in any proposal will become the property of the CDE.

Do not include the "budget" or any financial or price information with the technical proposal sections.

B. Minority, Women, and Disabled Veteran Business Enterprise (M/W/DVBE) Participation Goals

Public Contract Code Section 10115 requires that state contracts have participation goals of 15 percent for minority business enterprises (MBE) and 5 percent for women business enterprises (WBE) as defined in Public Contract Code Section 10115.1 (see Attachment A). In addition, Public Contract Code Section 10115.2 requires that contracts be awarded "to the lowest responsible bidder meeting or making good faith efforts to meet these goals."

Military and Veterans Code Section 999.2 requires that state contracts have participation goals of not less than 3 percent for disabled veteran business enterprise (DVBE). California Code of Regulations, Title [illegible] Section 1896.93 specifies that a bidder who does not meet the goal or demonstrate good faith effort to meet the goal will be deemed ineligible for award.

In order to be responsive to this RFP, the bidder must comply with either (1) or (2) below and so indicate on Attachment 3:

1. "Meeting the goal":

   o Commit to using MBEs for not less than 15 percent, WBEs for not less than 5 percent and DVBEs for not less than 3 percent of the contract amount; or

   o The bidder is a MBE and will use its own resources for not less than 15 percent of the contract amount and commit to use WBEs for not less than 5 percent and DVBEs for not less than 3 percent of the contract amount; or

   o The bidder is a WBE and will use its own resources for not less than 5 percent of the contract amount and commit to use MBEs for not less than 15 percent and DVBEs for not less than 3 percent of the contract amount.

   o The bidder is a DVBE and will use its own resources for not less than 3 percent of the contract amount and commit to use MBEs for not less than 15 percent and WBEs for not less than 5 percent of the contract amount. NOTE: If the DVBE is a MBE or WBE, the company can meet two of these specifications as either a M/DVBE or a W/DVBE.

   Compliance with "meeting the goal" shall be certified by signing the certification (Attachment B) and completing the Summary of Participation sheet (Attachment C). Each proposed MBE and WBE must also sign a certification (Attachment D) and each proposed DVBE must include a copy of the certification letter from the Office of Small and Minority Business (OSMB).

2. "Making a good faith effort" to meet the goals by doing all of the following:

   o Contact the CDE's Contracts Office at (916) 322-3050 for assistance in identifying potential MBEs, WBEs, and DVBEs which could provide goods/services applicable to this contract; and

   o Contact other state and federal government agencies and local MBE, WBE, and DVBE organizations to identify potential MBEs, WBEs, and DVBEs which could provide goods/services applicable to this contract (see Attachment E); and

   o Advertise in trade papers and papers focusing on MBEs, WBEs, and DVBEs, unless time limits imposed for submission of the bid/proposal do not permit advertising; and

   o Send solicitations to MBEs, WBEs, and DVBEs potentially qualified to provide goods/services under this contract with sufficient lead time to allow full consideration of responses; and

   o Fully consider responses from MBEs, WBEs, and DVBEs for participation in this contract.

Compliance with "good faith effort" shall be documented by completion of Attachment F indicating dates/times/contact names for agencies contacted; names of papers used and dates of advertising and a copy of the advertisement, if applicable; names of potential MBEs, WBEs, and DVBEs solicited and date(s) of solicitation; and names of those considered for participation and, if applicable, the reasons for non-selection. In addition, compliance requires signing the certification (Attachment B) and completing the Summary of Participation Sheet (Attachment C) as applicable. Each proposed MBE and WBE must also sign a certification (Attachment D) and each proposed DVBE must include a copy of the certification letter from the OSMB.

Final determination of either "goal attainment" or "good faith effort" by the bidder shall be at the sole discretion of the CDE.

C. Technical Proposal Sections

The technical proposal must be presented in a narrative form demonstrating ability to meet all qualifications, requirements, and standards specified in this RFP. The proposal must contain the following sections: Cover Letter, Table of Contents, General Approach, Work Plan, Management and Staffing, Related Experience, Examples of Previous Work, a completed Statement of Compliance, a completed Small Business Preference Sheet, completed M/W/DVBE attachments, Certification Regarding Debarment, and Certification Regarding Lobbying.

The technical proposal section should address the requirements and criteria described in Sections 5 and 10 of this RFP.

At least ten copies of any actual products submitted to document experience and expertise must be provided.

Do not attach pamphlets, letters of support (except from any proposed subcontractors) or other items which are not specifically requested in this section.

1. The Cover Page (CDE-100) and Assurances (CDE 100-A and CDE 100-B) and (CDE 101-A) must be signed by the individual qualified to make the offer to perform the work described. In the case of organizations, individuals signing this letter must indicate their position title, certifying that they are authorized to make the offer on behalf of the organization. The offeror's Federal Identification Number must be included.

2. Table of Contents must identify major points of discussion by page.

3. The General Approach must provide an overview of the approach to be taken in providing the services described in the Scope of Work section of this RFP.

4. The Three-Year Plan must describe in detail the tasks and activities to be undertaken in order to accomplish the purpose of the project and produce the required final products. Any anticipated theoretical or practical problems associated with the completion of each task should be discussed, and solutions, alternatives or contingency plans related to these problems should be proposed as appropriate. The work plan must include proposed task initiation and completion dates and levels of effort (i.e., hours) by task for proposed personnel.

Include any additional specific requirements applicable to the scope of the RFP such as study design, pilot tests, evaluation component, and outlines of products.

5. The Evaluation Design must be submitted as part of the proposal evaluation and process. The evaluation shall be both formative and summative in nature and must be based on student achievement, completion, placement rates, product development, and transportability. Include any additional specific requirements applicable to the scope of the RFP such as pilot tests, evaluation component, and outlines of products.

6. The Management and Staffing section must present a plan for the internal management of contract work that will ensure accomplishment of the tasks. The proposal must include in this section a staff organizational plan which identifies staff by name to be assigned to the project, the amount of time devoted to each task, lines of responsibility and approval authority and the name of the project director. If project staff are not currently employed, provide the plan for hiring and the required qualifications. The plan should make clear the relationship of each position to the work plan and should be illustrated with a staff organization chart. The proposal must identify the individuals proposed to fill professional positions and provide for each a resume that is sufficiently detailed to allow an evaluation of the person's competency and expertise. The CDE shall have final approval of lead project staff.

   If a subcontractor will be used, include letters of commitment from the subcontractor(s) and documentation of ability to fulfill the scope of work. What is required to demonstrate appropriate experience and expertise should be specified. The letters must specify the tasks to be performed by the subcontractor. If the contractor must demonstrate financial stability/capacity to perform the work, the requirement for submission of proof of this should be included in this section. Indicate how the stability/capacity should be documented, e.g., financial statements, and letters. The CDE shall approve all subcontracted agreements.

7. The Related Experience section must describe the experience of the offerer in providing services required and must address the specific experience and expertise requirements to meet the Minimum Qualifications and Evaluation Criteria described in Section 6, "Key Personnel."

8. The Examples of Previous Work section must include at least two samples of curriculum developed by the contractor. If complete products are provided, at least two copies of the product must be submitted with the technical proposal.

9. The Statement of Compliance (Std. 19) must be signed and dated with an original signature with each copy of the proposal (attached to this RFP as Attachment 1).

10. The Small Business Preference Sheet must be completed (attached to this RFP as Attachment 2).

11. The Minority, Women, and Disabled Business Enterprise (M/W/DVBE) attachments (Attachment 3 and Attachment B; Attachments C and D, as applicable; and Attachment F, if applicable, in accordance with instructions in Attachment 3).

12. The Certification Regarding Provision of a Drug-Free Workplace (attached to the RFP as Attachment 6) must be signed as a condition of receipt of the contract. However, this form need not be signed and included with the proposal but may be submitted with the proposal if the bidder so chooses.

13. The Certification Regarding Debarment (Attachment 4) must be completed and signed.

14. The Certification Regarding Lobbying (Attachment 5) must be completed and signed.

D. Cost/Price Proposal (Separate sealed envelope, clearly marked as indicated below)

1. The Cost/Price Proposal must contain, at a minimum, the following information:

    (a) labor cost detail, including hourly or billing rates for all personnel and the total number of hours projected for this project;

    (b) operating expenses detail by year;

    (c) identification of costs by task by year and the total for the entire project; and

    (d) subcontractor expenses, if any, fully displayed by year.

2. Each proposal must detail the extent to which:

    (a) the budget is cost effective and adequate to support the project activities;

    (b) the budget contains costs that are reasonable and necessary in relation to the objectives of the project;

    (c) the budget proposes using resources from appropriate employment, training, and education agencies in the state to provide consortium services and activities and to acquire Business, Marketing, and Computer Science Tech-Prep Education program equipment and facilities.

3. **Cost/price proposals below 75 percent of the maximum amount of this contract will automatically be rejected as being inadequate to service the Scope of this RFP.**

Do not include the "budget" or any related financial information with the technical proposal.

In addition to the title of the proposal as specified above, the outside of the sealed envelope containing the cost/price bid information must read:

Competitive Bid
Do not open before 10:00 a.m., April 24, 1992
at Business Education Unit
721 Capitol Mall
Sacramento, CA

PROPOSAL PROCESS

Business Education Tech-Prep Consortia applying for the Business Education Resource Consortium contract are asked to:

1. Complete the *Contract Information Worksheet* for contact information.
2. Complete the *Description of the Applicant's Proposal* by responding to the outline and prompts in Sections 5 and 10.
3. Prepare *Cost/Price Proposals* for the contract activities.
4. Complete the state and federal Attachments #1-7 required by the contract.

e necessary pages for items 1 and 4 are included in this packet.

Questions about the Business Education Tech-Prep Resource Consortium contract can be directed to the Business Education Unit at (916) 657-2449 or (916) 657-5405.

SECTION 6 - PROJECT MONITORING AND EVALUATION

MONITORING

1. The California Department of Education project monitor and the Director of the Business Education Tech-Prep Resource Consortium will jointly monitor project activities.

2. The contractor will provide the CDE project monitor with a written quarterly progress report on the accomplishment of project outcomes.

3. Business Education Tech-Prep Resource Consortium staff will meet regularly with CDE Business Education Unit staff to jointly plan, evaluate, and coordinate project activities/strategies.

EVALUATION

1. Business Education Resource Consortium staff will identify interim and final evaluation designs for each of the outcomes identified in Section 3, "Scope of Work."

2. Participants of all staff development institutes and training sessions will evaluate the effectiveness of the activity in meeting project outcomes.

3. The California Department of Education project monitor, third-party evaluator, and the Director of the Business Education Tech-Prep Resource Consortium will jointly assess ongoing progress toward the achievement of project outcomes.

4. The contractor will establish a system for gathering, synthesizing, analyzing, and reporting data appropriate to the evaluation of project outcomes.

5. The contractor will employ a third-party evaluator, acceptable to CDE, to conduct an annual and end-of-project evaluation of project outcomes, and progress toward outcomes, including a cost-benefit analysis.

6. The contractor will provide a summary of evaluation activities and results that can be reviewed by the U.S. Department of Education, Program Effectiveness Panel, during the last year of the project period.

7. Reports documenting evaluation activities must be included as appendices to the contract recipient's annual and final report.

SECTION 7 - CONTRACT TERMS AND REQUIREMENTS

A. Compensation

Payments will be made in arrears on a monthly basis upon receipt of an itemized invoice. The state shall retain from each payment an amount equal to 10 percent of the payment. Final payments will not be made until acceptance of all contracted work and completion of a Std. 4 Contract/Contractor Evaluation by the state contract monitor.

All travel costs shall be reimbursed at rates not to exceed those established for CDE's nonrepresented employees, computed in accordance with and allowable pursuant to applicable Department of Personnel Administration regulations.

Surplus funds from a given line item of the budget, up to 10 percent of that line item, may be used to defray allowable direct costs under other budget line items without prior approval. Any budget line item change of more than 10 percent requires a contract amendment and approval by the State Department of General Services if required by state law or policy. Changes cannot be made which increase the rates of reimbursement.

B. Contract Requirements Related to M/W/DVBE Participation Goals

Substitution

Failure to adhere to the M/W/DVBE participation proposed may be cause for contract termination. In no event shall the contractor substitute for a proposed M/W/DVBE without the advance written approval of the CDE.

Reporting

The contractor must agree to provide reports of actual participation by M/W/DVBEs (by dollar amount and category) as may be required by the CDE to document compliance.

Compliance Audit

The contractor must agree that the state or its designee will have the right to review, obtain, and copy all records pertaining to performance of the contract. The contractor must agree to provide the state or its designee with any relevant information requested and shall permit the state or its designee access to its premises, upon reasonable notice, during normal business hours for the purpose of interviewing employees and inspecting and copying such books, records, accounts, and other material that may be relevant to a matter under investigation for the purpose of determining compliance with this requirement. The contractor must further agree to maintain such records for a period of five years after final payment under the contract.

C. **Staff Replacements**

The contractor will be required to obtain prior approval from the CDE contract monitor before changing project professional personnel.

D. **Ownership of Materials**

All materials developed under the terms of this agreement will become the property of the CDE. The CDE reserves the exclusive right to copyright such material and to publish, disseminate, and otherwise use materials developed under the terms of this agreement.

E. **Retention of Records**

The contractor shall maintain accounting records and other evidence pertaining to costs incurred, with the provision that they shall be kept available by the contractor during the contract period and thereafter for five full years from the date of the final payment. The CDE must be permitted to audit, review, and inspect the contractor's activities, books, documents, papers, and records during progress of the work and for five years following final payment.

F. **Ownership of Equipment**

Equipment purchased under the terms of the agreement shall be used for its intended purposes as long as needed. When no longer needed, or at the termination of the grant, the equipment will be returned to the California Department of Education.

When equipment can no longer be used, it shall be disposed of as follows:

1. Equipment costing less than $1,000 or with a fair market value of less than $100 may be retained, sold, or otherwise disposed of with no further obligation to the state.

2. All other equipment may be retained or sold, and the CDE shall have a right to an amount equal to the current market value or the proceeds from the sale, less applicable selling and shipping expenses.

G. **National Labor Relations Board Certification**

By signing the contract, the contractor swears under penalty of perjury that no more than one final unappealable finding of contempt of court by a federal court has been issued against the contractor within the immediately preceding two-year period because of the contractor's failure to comply with an order of a Federal Court which orders the contractor to comply with an order of the National Labor Relations Board (not applicable to public agencies).

SECTION 8 - RFP SELECTION PROCESS

Each proposal will be evaluated to determine responsiveness to the requirements and standards as described in this RFP. The CDE reserves the right to reject any or all proposals. Nothing herein requires the awarding of a contract in response to this RFP. The selection process complies with the requirements for competitive bidding in the State Public Contract Code section 10377(b) requiring prospective bidders to submit their technical proposals and cost proposals in separate, sealed envelopes.

Following the time and date for receipt of proposals, each technical proposal will be opened and evaluated using a two-step process.

Step I consists of three parts. The initial two parts of the first step (Step I, Parts 1 and 2) pertain to proposal requirements and minimum qualifications and standards. Proposals will be evaluated on a yes/no basis for all criteria in the first two parts of Step I. Receipt of a "no" will result in elimination of the proposal from further consideration.

Step I, Part 3, performance evaluation, will yield numeric score ratings. A review panel will rate proposals on criteria described in the application rating criteria section. Any proposal receiving a rating of less than 90 points will be rejected.

The second step of the process is the public opening of the envelope containing the cost/price information. Only those proposals passing the first step of the process will have their envelopes opened and read. The public opening of the cost/price proposals for those passing the Step I will be held:

April 24, 1992
9:00 a.m.
Business Education Unit, 4th Floor
721 Capitol Mall, Sacramento

All claims made for small business preferences are verified with the Office of Small and Minority Business and adjustments to bid prices are made accordingly. All preferences are given and those eligible are confirmed.

The contract will be awarded to the lowest responsible bidder meeting the specifications as described above.

A notice of the proposed contractor to receive the award will be posted for five working days beginning April 24, 1992, at Business Education Unit, 721 Capitol Mall, Sacramento. After the five-day notice has been completed, the proposed awardee will be formally notified by mail. During the same period, proposals and rating sheets will be available for public inspection at the Business Education Unit, 721 Capitol Mall, Sacramento, CA 95814 during normal business hours.

Time Schedule:

Activity	Date
Request for Proposal Released	March 13, 1992
Proposals Due	April 20, 1992
Review of Proposals	April 21-23, 1992
Bid Proposal Opening	April 24, 1992
Posting of Award	April 24 - May 1, 1992
Formal Notification	May 1, 1992
Starting Date	June 1, 1992

SECTION 9 - CONTRACT AWARD PROTEST PROCEDURES

If prior to the formal award, any bidder files a protest with the Department of General Services against the awarding of the contract, the contract shall not be awarded until either the protest has been withdrawn or the Department of General Services has decided the matter. Within five days after filing the protest, the protesting bidder shall file with the Department of General Services a full and complete written statement specifying the grounds for the protest. Protests shall be limited to those specified in the State Administrative Manual 1241 and 1242 and Public Contract Code section 10378 (Attachment 4 describes the protest procedures to be followed by a bidder filing a protest).

SECTION 10. PROPOSAL RATING CRITERIA

All reviewers of the applications for the Business Education Tech-Prep Resource Consortium contract will be appointed and trained by the California Department of Education. The reviewers will include educators with expertise in business education, 2+2 articulation programs, curriculum, and staff development who are representative of high schools, ROC/Ps, adult schools, community colleges, and institutions of higher education.

Step I, Part 1 - Adherence to Proposal Requirements (Rated on a yes/no basis)

____ 1. Ten copies (or one original and nine copies) of the technical proposal submitted.

____ 2. The proposal has a cover letter signed by an authorized representative and includes the institution's Federal Identification Number.

____ 3. Cost/price bid information submitted in a separate, sealed envelope.

____ 4. Required forms submitted with each copy of the technical proposal:

  ____ a. Statement of Compliance (Attachment 1) completed with original signatures on each copy

  ____ b. Small Business Preference Sheet (Attachment 2) completed

  ____ c. Minority, Women, and Disabled Veteran Business Enterprise (M/W/DVBE) Participation Goals attachments (Attachment 3):

    ____ Attachment A
    ____ Attachment B
    ____ Attachment C, as applicable
    ____ Attachment D, as applicable
    ____ Attachment F, if applicable
    ____ Copy of certification letter(s) from OSMB, if applicable

  ____ d. Certification Regarding Provision of a Drug-Free Workplace (Attachment 4). This form need not be completed and returned with the proposal. However, certification is a condition of receipt of the contract.

  ____ e. Certificate Regarding Debarment if this project is federally funded and exceeds $25,000 (Attachment 5).

  ____ f. Certificate Regarding Lobbying if this project is federally funded and exceeds $100,000 (Attachment 6).

____ 5. Proposal presented in the format required by the RFP and included all required sections.

_____ 6. **Materials and/or descriptions listed below included:**

- ____ a. **A three-year plan for the development and implementation of the activities proposed in the RFP;**
- ____ b. **An articulation agreement between the participants in the consortium;**
- ____ c. **A current organization chart indicating staff, by name, that would be assigned to this project and the amount of time devoted to each task, list of responsibilities and approval authority;**
- ____ d. **Resumes for key personnel.**
- ____ e. **Samples of previous work.**

Step I, Part 2 - Minimum Qualifications (Rated on a yes/no basis)

Did the bidder show clear evidence of meeting the following conditions?

_____ 1. **The consortium must show clear evidence of a minimum of two years of recent program articulation, one of which must be within the last three years;**

_____ 2. **The consortium must show clear evidence that they have the experience in the development of projects similar to that described in this RFP;**

_____ 3. **The project manager assigned to this project must have at least two years experience in managing similar projects of comparable scope and size.**

Any proposal that does not meet the above criteria in Step I, Parts 1 and 2, will be disqualified.

Step I, Part 3 - Evaluation of the Business Education Tech-Prep Resource Consortium Proposal

The proposal must present a full review of the activities and services to be provided, the management as well as coordination of providing these services, and recommendations for improving the comprehensive delivery of appropriate activities and services.

The CDE may award up to 100 points. The maximum possible score for each criterion is indicated in parenthesis after each criterion. A panel will review the proposal on the criteria listed below. Any proposal receiving less than a 90 total point rating will be rejected.

PROGRAM DESCRIPTION (25 points)

1. *A Resource Consortium applicant must have an established Articulation Council. (3 points)*

   A. **Describe the representation and participation of high schools, ROC/P(s), adult schools, and community college(s) on the Articulation Council.**

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B. Explain how the Articulation Council facilitates the articulation process among administrators, instructors, counselors, student services, and business/industry.

2. *A Resource Consortium applicant must demonstrate effective tech-prep articulation practices. (6 points)*

A. Describe your plan for school-to-college articulation, which includes a process for selection of programs/courses to be articulated, articulation parameters, faculty-to-faculty dialogue, and curriculum development.

B. Explain the process for students to make a smooth transition from the secondary, ROC/P, and adult school to the community college program/course.

C. Describe the specific roles for administrators, instructors, counselors, and support staff in the articulation process.

D. Explain how students in high school, ROC/P, and adult school receive college credit and/or advanced placement for coursework satisfactorily completed.

E. Describe the procedures for providing information to students, parents, and school and college staff on how college credit and/or advanced placement may be granted for work completed at the high school, ROC/P, and adult school.

F. Describe the procedures for obtaining equity in recruitment, retention, and placement of students; i.e., females in computer sciences, accounting, and finance.

3. *A Resource Consortium applicant should have a student follow-up system in place. (3 points)*

A. Describe the process for identifying students' transition to either the next level of the tech-prep program, to other postsecondary study, or to work.

B. What conclusions do you draw from the student follow-up data about the strengths and weaknesses of the articulated tech-prep programs?

4. *A Resource Consortium applicant should demonstrate effective student recruitment practices. (3 points)*

A. Describe your marketing strategy for the recruitment of students into the tech-prep program(s).

B. Describe the materials and dissemination strategy for addressing outreach guidance needs.

5. *A Resource Consortium applicant must demonstrate that it operates an articulated tech-prep program that meets program quality standards of excellence in business education. (4 points)*

A. Identify the quality standards and criteria used to assess the tech-prep program(s).

B. Describe the quality assessment process used to determine that the program is a program of excellence.

A Resource Consortium must develop a three-year plan which describes how the consortium plans to meet the tech-prep performance criteria specified by the Carl Perkins Vocational and Technical Education Act of 1990. (6 points)

Submit with this proposal a three-year plan which describes how the consortia will meet the following criteria:

A. How the Articulation Council will function, and establish priorities and a timeline for the development of tech-prep programs in the various technical fields established by this RFP.

B. Designation of one of the participating districts/agencies as the fiscal agent for the consortium and a coordinator responsible for administration of the tech-prep programs.

C. Establishment of an articulation agreement among participants in the consortia.

D. Provision of programs of instruction which consist of the two years preceding graduation and two years of higher education, or an apprenticeship program of at least two years following secondary instruction, with a common core of required proficiency in mathematics, science, communications, and technologies designed to lead to an associate degree or certificate in a specific career field.

E. Development of tech-prep education program curricula appropriate to the needs of the consortia participants.

F. Provisions of professional development training for teachers/faculty that:

  (1) is designed to assist teachers to effectively implement tech-prep education curricula;

  (2) provides for joint professional development for faculty from all participants in the consortium; and

  (3) may provide such professional development in weekend, evening, and summer sessions, institutes, or workshops.

G. Provision of professional development for counselors designed to enable them to more effectively:

  (1) recruit students for tech-prep education programs;

  (2) ensure that students successfully complete such programs; and

  (3) ensure that students are placed in appropriate employment.

H. Provision for the equal access to the full range of technical preparation programs to individuals who are members of special populations, including the development of tech-prep education program services appropriate to the needs of such individuals.

I. Provision for preparatory services and support services that assist all participants in such programs.

J. Provision for the acquisition of tech-prep education program equipment.

K. Identification of the needs for expert assistance from the Tech-Prep Resource Consortium for the establishment of articulation agreements and for the development and operation of tech-prep programs in the designated occupational areas.

PLAN OF OPERATION (20 points)

The Scope of Work, Section 3 of the RFP, identifies Resource Consortium outcomes in curriculum velopment, staff development, technical assistance, models and replication, and guidance and counseling.

For each outcome--in years one, two, and three--describe:

1. *The process, techniques, and strategies you would employ to accomplish the outcome. (10 points)*
2. *How the Resource Consortium would make materials and services available on a cost-recovery basis to other Tech-Prep Consortia. (3 points)*
3. *Qualitative and quantitative assessment methods you would use to evaluate the outcome and its contribution to implementing quality Business Education tech-prep programs. (7 points)*

ORGANIZATIONAL CAPACITY TO PERFORM (10 points)

The Business Education Tech-Prep Resource Consortium proposal provides evidence that the consortium has the capacity to develop, field test, operate, and evaluate the activities proposed in the Three-Year Plan of Operation. The proposal identifies the strengths and explains the capabilities of the consortium to produce high-quality work. The consortium members have proven and documented track records of effective and efficient operation of similar activities in the following areas:

Demonstration and dissemination activities as evidenced by conferences, workshops, and professional development activities that have been conducted and brought recognition to the staff and organization. (3 points)

2. *Preparation of high quality materials that promote the activities of the participating members of the consortium as evidenced by materials prepared for professional journals, workshops, and professional development activities. (3 points)*
3. *Demonstration of a strong evaluation component as part of the organizational structure, evaluation expertise of the key personnel, and previously conducted projects. (2 points)*
4. *Provisions within the three-year plan of operation to assist others adopt, adapt, and successfully implement the methods techniques used by the consortium. (2 points)*

KEY PERSONNEL (20 points)

Resource Consortium lead professional staff must be qualified educators in one or more of the business career path clusters with broad based curriculum, staff development, and technical assistance experience in business education. Resource Consortium lead professional staff will be jointly selected and/or approved by the applicant and the CDE.

Describe the recruitment and selection process you would use in hiring lead professional staff including the involvement of the CDE. (5 points)

2. *Describe the number, qualifications, and experience of Resource Consortium professional staff you intend to employ to accomplish the outcomes of the RFP. (5 points)*

3. *Provide a brief organizational chart showing the structure and line relationships among Resource Consortium professional staff, administration, and agency staff. (5 points)*

4. *Describe how the consortium, as part of its nondiscriminatory employment practices, will ensure that its personnel are selected for employment without regard to race, color, national origin, gender, age, or disabling condition. (5 points)*

ADEQUACY OF RESOURCES (10 points)

A Resource Consortium must demonstrate that it has the resource capacity and commitment to accomplish the outcomes of the RFP and to continue the project when federal assistance ends.

1. *Describe to what extent the resource consortium plans to devote state and local resources, including those of community organizations, to provide resource consortium services and activities. (5 points)*

2. *Describe the consortium's capacity to continue, expand, and build upon the project when federal assistance ends. (5 points)*

REQUIRED SPECIAL CONSIDERATIONS (15 points)

The CDE will award 15 points, 5 points each, to proposals that:

1. *Provide documentation of effective employment placement activities or transfer of students to four-year baccalaureate degree programs. Acceptable documentation of employment placement includes letters of commitment from employers to hire individuals who complete the program, supported by reports, studies, or other verifiable documentation that indicate employment placement exists. (5 points)*

2. *Provide documentation that the RFP was developed in consultation with business, industry, and labor unions. Acceptable documentation includes letters from business, industry, labor unions, and representative professional associations, supported by meeting attendance registration, meeting minutes, or other verifiable documentation that the people in attendance at such meetings were consulted and their input considered during the development of the proposal's three-year plan. (5 points)*

3. *Provide documentation that the consortium is effectively addressing the issues of dropout prevention and re-entry, the needs of minority youths, youths of limited-English proficiency, youths with disabilities, and disadvantaged youths. Acceptable documentation includes summaries or executive summaries of reports, studies, and other documents generated for and accepted by organized bodies who represent the consortium membership, that address the issues of dropout and re-entry issues. (5 points)*

Appendix 7

Review Forms
For
LEA Applications

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1990

Local Plan Review Instrument, 1994-1996

LEA ______________________________ DATE ____________

Instructions to the Reviewer

Each secondary, court and community school, criminal offender, adult education and Regional Occupational Center/Program 1994-96 plan for Perkins funds will be reviewed by two subject matter specialists and a gender equity specialist. In addition, every tenth plan will be reviewed by specialists from bilingual, compensatory, and special education.

To receive final plan approval, the LEA must provide satisfactory responses to each of the items listed under Sections 1 through 5 of this review instrument. Please use the following symbols to record your rating in the space provided at the right of each item.

S - Satisfactory
U - Unsatisfactory
N - Not Addressed

Section 1.	Integration and Sequencing of Academic and Vocational Education Curriculum	
A.	The plan includes a description of the vocational education program(s) to be assisted with Title IIC and Title IIIB funds.	___
B.	The plan describes how the Title IIC and Title IIIB funds (and possibly, funds from other resources) will be used to improve the "targeted" programs by providing vocational education in programs that integrate academic and vocational education through coherent sequences of courses so that students achieve both academic and occupational competencies.	___
C.	The plan includes a summary of the LEA's progress to date in achieving academic and vocational education integration, and describes planned activities to improve progress in this area. (Note: The response may address activities such as staff development, curriculum development, collaborative program planning and implementation, team teaching, and shared facility and equipment use, etc.)	___
D.	The plan includes a listing of the academic and vocational courses that comprise the recommended sequence of courses for the "targeted" program(s).	___
E.	The plan describes how Title IIC funds (and possibly, funds from other resources) will be used to improve the "targeted" programs by providing vocational education in programs that are of such size, scope, and quality as to be effective and to bring about improvement in the quality of education offered by the LEA.	___

Section 1. (Cont.)

F. The plan describes how students are being encouraged through counseling to pursue the coherent sequence of courses in the program area of their interest. ____

G. The plan describes how Title IIC and Title IIIB funds (and possibly, funds from other resources) will be used to increase linkages between secondary and postsecondary educational institutions; academic and vocational educators, and among education, business, industry, labor, and the community. ____

H. The plan summarizes the progress made to date in developing formal written articulation agreements to structure "tech prep" course sequences in grades 11-14, and indicates plans to improve/expand progress in implementing tech prep programs. ____

Section 2. Curriculum and Program Strategies Reflecting Workplace Needs

A. The plan describes how the occupational needs of the area were considered in identifying the programs to be assisted with the Perkins Act funds. ____

B. The plan describes the methods to be used to coordinate vocational education services with relevant programs conducted under the Job Training Partnership Act, including cooperative agreements established with private industry councils and community-based organizations, in order to avoid duiplication and to expand the range of and accessibility to vocational services. ____

C. The plan describes the planned use of Title IIC funds (and possibly, funds from other resources) to accomplish the following improvements in the "targeted" program(s): ____

- Enhanced relevance of the program(s) to workplace and to the occupations for which students are being trained. ____
- Development and use of curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skill attainment. ____
- Provision to vocational education students of strong experience in, and understanding of, all aspects of the industry* the students are preparing to enter. ____

*All aspects of industry includes planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety and environmental issues related to that industry.

Section 3. Instructional and Support Services Responsive to the Needs of Students who are Members of Special Populations

A. The plan describes the extent to which the program(s) assisted with Perkins funds provide for equitable access and full participation of individuals who are members of special populations.

B. The plan describes the manner in which the priority for funding was determined, based on sites or programs that serve the highest number of special population students. (Note: The LEA should have included the appropriate "Targeting by Site" or "Targeting by Program" matrix to justify the selection of the site(s) or program(s) to be "targeted" for improvement with the Title IIC funds.)

C. The plan provides enrollment data on the total number of special population students district-wide (or, in the appropriate Program/Agency, such as Adult Education, Regional Occupational Center/Program, Corrections Institution, or Court and Community Schools).

D. The plan describes how the needs of individuals who are members of special population groups will be assessed and the planned use of Perkins funds to conduct the assessment.

E. The plan describes the affirmative outreach and recruitment efforts to be used to provide access to programs of good quality to students who are economically disadvantaged (including foster children), students with handicaps, and students of limited English proficiency.

F. The plan describes the methods used to develop vocational education programs in consultation with parents and students of special populations.

G. The plan describes how LEA will monitor the provision of vocational education to individual who are members of special populations.

H. The plan describes the process to be used to inform students who are members of special populations and their parents, prior to the beginning of grade 9 and, to the extent practicable, in a language and form that the parents and students understand, about the

- opportunities available in vocational education,
- requirements for eligibility for enrollment in the programs,
- the specific courses available,
- special services available,
- employment opportunities, and
- placement.

I. The plan describes how the program(s) assisted with Title IIC and Title IIIB funds cooperate with the sex equity program requirements of the Perkins Act.

J. The plan describes how students enrolled in private schools will be provided with an opportunity to participate in the vocational education program(s) and services assisted with Perkins Act funds.

Section 4. Data Collection, Assessment, and Program Evaluation

A. The plan describes the annual evaluation of the "targeted" programs through implementation of the statewide core measures and standards and through any other program evaluation standards used to measure progress.

B. The plan describes the effort to increase the participation of representatives of business, industry, and labor in planning, implementing and evaluating the program(s) assisted with Perkins funds.

C. The plan describes how the LEA will evaluate the increased student work-skill attainment and job placement in the "targeted" program(s).

D. The plan provides data that reflects the access of special population students to vocational education programs assisted with the Title IIC funds by comparing the "percent of total enrollment in the targeted programs" to the "percent of total enrollment in the site(s) or program(s) assisted with the funds." If the comparative data reflects a lesser participation of special populations students in the "targeted" program(s), the LEA must provide strategies which will correct the imbalance or an explanation as to why the imbalance cannot be corrected.

E. The plan describes the results of last year's annual program evaluation, as required in Section 117(a), including:

- Any strategies deemed necessary to overcome barriers which have resulted in lower rates of access to vocational education programs or success in such programs for individuals who are members of special populations.

- The progress of individuals who are members of special populations in vocational education programs assisted under the Act, including the number of special population students participating in and completing such vocational education programs and data on the percentage of such students who successfully transitioned from vocational education programs to employment, higher education, additional training, or military.

- The progress of the vocational education program(s) assisted under the Act in providing vocational education students with strong experience in, and understanding of, all aspects of the industry* the students are preparing to enter. The plan must describe any curriculum changes necessary to ensure that instruction in "all aspects of the industry" is integral to all assisted programs by the end of the two-year period covered by the plan.

Section 5. Title IIIB, Consumer and Homemaking Education

A. The plan describes the extent to which the Consumer and Homemaking Education program(s) to be assisted with Title IIIB funds address the following required uses of funds through instruction in the seven content areas*:

- Release time and expenses to participate in a minimum of one CDE-sponsored Home Economics subject-matter project workshop, institute, or conference;
- Expenditures for books and supplies;
- Release time or stipend for curriculum development and/or for professional development activities related to curriculum development and implementation; and
- Support for Future Homemakers of America-Home Economics Related Occupations (FHA-HERO) activities.

*The seven CHE content areas are food and nutrition, individual and family health, consumer education, family living and parenthood education, child development and guidance, housing and home management (including resource management), and clothing and textiles.

B. The plan describes the planned use of Title IIIB funds (and possibly, funds from other resources) to accomplish the development and use of curriculum and instructional strategies that foster critical thinking, problem solving, leadership and academic skill development.

C. The plan describes how the needs of students who are residents of economically depressed areas will be served and describes the planned use of Title IIIB funds to meet the needs of these students.

D. The plan describes the composition, use, and meeting frequency of the CHE advisory committee.

E. The plan describes the progress made to date and plans to provide a CHE program that:

- Offers instruction in the Home Economics Education career paths.
- Provides strategies for assisting student to balance work and family responsibilities.

- Addresses one or more of the following through instruction in the content areas: (a) balancing home and work responsibilities; (b) strengthening family life and parenting skills, including addressing issues of family violence and child abuse; (c) assisting aging and at-risk populations; (d) parenting/teenage pregnancy; (e) improving child and family nutrition and wellness; (f) managing individual and family resources; (g) understanding the impact of new technology on life and work; and (h) transferring CHE skills to jobs and careers.

REVIEWER COMMENTS

Please use this space to provide any information you believe would help to correct the deficiencies found in e plan.

California Community Colleges

REVIEW/MONITORING INSTRUMENT AND INSTRUCTIONS

Local Plan and Application

Carl D. Perkins Vocational and Applied
Technology Education Act of 1990

INTERNAL USE ONLY

California Community Colleges
Chancellor's Office
Vocational Education Unit
1107 Ninth Street, Ninth Floor
Sacramento, California 95814
(916) 445-0486

INSTRUCTIONS FOR REVIEWER(S)

To receive final approval of a two-year Local Plan and a one-year Local Application, each eligible recipient is required to satisfactorily address each of the items in the review instrument.

In addition to review and approval by the Vocational Education Staff, twenty-five percent of the eligible recipients shall be reviewed by State staff representing the following groups:

1. Disabled
2. Economically Disadvantaged
3. Educationally Disadvantaged
4. Sex Equity
5. Limited English Proficient
6. Corrections

Multiple reviews will be determined by the Vice Chancellor and indicated on the review instrument. The reviewer(s) will place one of the following symbols in the appropriate column to the right of the item.

A = Acceptable
SA = Substantially Approvable (revision required)
N = Not Addressed (revision required)

When the reviewer indicates "SA" (Substantially Approvable) or "N" (Not Addressed), a brief explanation must be provided on the Reviewer Comments and Sign Off page. It is essential that the corresponding item number on the Review Instrument and page number precede each comment.

Reviewers should print their name, sign the form, and place their comments (if any), in the appropriate section on the Reviewer Comments and Sign Off page. Reviewers are encouraged to offer suggestions on how to help correct any deficiency found.

Example:

10. page 12 Plan lists CBOs, but no description on how coordination is being addressed. Suggest revision to include forming advisory committees with CBOs as members to address how special populations can be served in a partnership.

Carl D. Perkins Vocational and Applied Technology Education Act of 1990
Local Plan and Application
Review Instrument
for

District:
☐ Single Campus
☐ Multiple Campus
☐ Consortia

Review(s):
☐ Single
☐ Multiple (selected w/in 25% rule)

____
College District

PLAN

#	Element	Reg. Spec.	Disab.	Econ. Disad.	Educ. Disad.	Sex Equity	LEP	Corr.
	Term of the Local Plan							
1	Indicate that the Local Plan covers the same years as the State Plan.							
	Establishment of Funding Priorities							
2	Describe the method used for determining priority funding by size of program (rank order, percentage, or combination).							
3	Provide data which indicate that the funding priorities established in #2 above serve the highest concentrations of individuals who are members of special populations.							
4	Include the number of disabled, economically disadvantaged, educationally disadvantaged, and limited English proficient students enrolled in vocational programs.							
5	Include the number of participants in programs to eliminate sex bias (defined as programs that are imbalanced by gender) i.e., programs that have less than 25% enrollment of either sex.							
6	Include the number of criminal offenders (incarcerated, awaiting trial, or in correctional institutions) who are enrolled in vocational programs.							
	Program Improvement							
7	Provide rationale and description of the vocational program(s)/project(s) to be funded.							
8	Describe the linkage between the program(s)/project(s) to be funded with Perkins dollars and those with demonstrated occupational need.							
9	Describe how the grant funds will be used to improve the program or project. a) Describe the activities/strategies to be undertaken to implement both of the first two statewide priorities.							

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#	Element	Reg. Spec.	Disab.	Econ. Disad.	Educ. Disad.	Sex Equity	LEP	Corr.
	b) Describe the activities/strategies to be undertaken to address the competencies and foundation of skills and personal qualities identified by SCANS.							
10	Indicate with some precision how the district will comply with the statutory requirements in Section 235(c).							
	Special Populations							
11	Explain how the needs of special populations members (see 4-6 above) will be assessed.							
12	Explain how Perkins funds will be used to provide supplementary and other services to meet the needs of special populations (Note: This item and #11 above are used to determine full participation.)							
13	Describe the methods to be used to consult with parents and students of special populations in the development of vocational programs.							
14	Describe how affirmative outreach, recruitment efforts and other means of access will provide equitable participation for members of special populations.							
15	Describe how the provision of vocational education program services and activities to special populations will be monitored.							
16	Provide sufficient information for the State to prove that the program complies with the specific requirements for serving individuals with disabilities.							
	Coordination							
17	Describe the methods to be used to coordinate vocational programs with relevant programs conducted under the Job Training Partnership Act.							
18	Describe the coordination between the district and community based organizations (see page 9 of the Final Regulations for a partial listing).							
	Evaluation							
19	Describe how the district will utilize the data from the Core Standards and Measures to improve vocational programs.							
20	Set forth any local modifications to the State's Core Standards and Measures (if any, see 403.191 (2)(b), Final Regulations).							

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# Element	Reg. Spec.	Disab.	Econ. Disad.	Educ. Disad.	Sex Equity	LEP	Corr.
21 Describe the annual process (with full participation of representatives of special populations) to: a) Identify and adopt strategies to overcome barriers to access and success for members of special populations.							
b) Evaluate the progress of members of special populations.							
22 Describe the annual process to evaluate the district's progress in providing vocational education students with strong experience in and understanding of all aspects of the industries the students are preparing to enter.							
Signature							
23 Local Plan Agreement Face Page is signed by the Superintendent/President or other authorized officer legally binding the district to perform the work specified.							

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Appendix 8

GCSSP
For
1993-94

EDD Serving the People of California

State of California / Health and Welfare Agency

Pete Wilson, Governor

June 14, 1993

REFER TO: 69:98:va
(916) 654-7607

Ms. Dolores Battle, Administrator
Office of Job Training Programs
U.S. Department of Labor
Employment and Training Administration
200 Constitution Avenue, N.W. Room N4459
Washington, DC 20210

Dear Ms. Battle:

GOVERNOR'S COORDINATION AND SPECIAL SERVICES PLAN MODIFICATIONS

Enclosed are three copies of the Modifications to the Governor's Coordination and Special Services Plan (GCSSP) for the period July 1, 1993, through June 30, 1994. These modifications are as a result of the enactment of the Job Training Amendments of 1992, and are consistent with the requirements of Training and Employment Guidance Letter (TEGL) No. 4-92, dated February 5, 1993.

The Modifications to the GCSSP were approved by the State Job Training Coordinating Council at its meeting of June 10, 1993, and signed by the Director of the Employment Development Department on behalf of the Governor. As required by TEGL No. 4-92, each copy of the enclosed Modifications to the GCSSP bears an original signature.

If you have any questions about the Modifications to the GCSSP, please contact Judy Kuhlman, Ph.D., Chief, Job Training Partnership Division, at (916) 654-7110.

Sincerely,

THOMAS P. NAGLE
Director

Enclosures

cc: Don Balcer, DOL Region IX Administrator
Christine Chudd, Region IX
Dean Smith, #67
Carlos L. Lopez, #87
Virginia Hamilton, #69

Employment Development Department . P.O. Box 826880 / Sacramento CA 94280-0001

STATE OF CALIFORNIA

MODIFICATION TO GOVERNOR'S COORDINATION AND SPECIAL SERVICES PLAN

July 1, 1993 — June 30, 1994

I. IDENTIFYING INFORMATION

A. *Name and Address of the Grantee:*

Governor Pete Wilson
State Capitol
Sacramento, CA 95814

B. *Date of Submission of the Modification:*

June 15, 1993

Number of the Modification:

Modification No. 1

C. *Time Period Covered:*

July 1, 1993 through June 30, 1994

D. *The specific changes to be made in the Governor's Coordination and Special Services Plan (GCSSP) and the reason(s) for the modification. (Describe the section of the plan where this information is included.)*

1. Replaces Program Year (PY) 1992-93 Governor's Goals and Objectives with Program Year (PY) 1993-94 Goals and Objectives. [Replaces GCSSP Attachment II, pages 1-7.]

2. Expands the description of the measures to be taken by the state to ensure coordination and non-duplication with the Job Opportunities and Basic Skills (JOBS) training program pursuant to Job Training Partnership Act (JTPA) Section 121(b)(2) and 20 Code of Federal Regulation (CFR) 628.205(a)(2). [Modifies GCSSP Page 5, B. 7, Coordination Criteria.]

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3. Expands description of Service Delivery Area (SDA) linkages with , federally authorized programs and other appropriate organizations and agencies pursuant to JTPA Section 205 and 20 CFR 627.220. [Modifies GCSSP Pages 3-7, Coordination Criteria.]

4. Adds a description of the general standards for Private Industry Council (PIC) oversight responsibilities pursuant to 20 CFR 627.475. [Modifies GCSSP Page 3, B.1.]

5. Updates the state's projected use of resources for PY 1993-94, pursuant to JTPA Section 121(b)(3) and 20 CFR 628.205. [Modifies GCSSP Pages 12-23, Projected Use of Resources.]

6. Amends description of the use of 8 percent funds pursuant to JTPA Section 123(c) and 20 CFR 628.205 and 628.315(b). [Modifies GCSSP Pages 12-13, C.1.b., State Education Coordination and Grants.]

7. Amends description of plans for use of the 5 percent set-aside to support Services to Older Individuals pursuant to 20 CFR 628.320. [Modifies GCSSP Page 14, C.1.d., Training Programs for Older Individuals.]

8. Amends goals relative to Nontraditional Employment for Women (NEW) Act. [Modifies GCSSP Attachment II, Goals and Objectives No. 1, Page 4.]

9. Amends description of the state's procurement system pursuant to JTPA Section 164(a) and 20 CFR 627.420. [Replaces GCSSP Page 23, Item V.A., Procurement Systems.]

II. PROGRAM INFORMATION

A. *Goals and Objectives*

The Governor's Goals and Objectives for PY 1993-94, including an expansion of NEW goals, are described in the attached Attachment II. (Note: No change is being made to the existing GCSSP Attachment I entitled, "A California Jobs Policy.")

B. *Coordination*

1. *Describe the measures taken by the state to ensure coordination and non-duplication with the JOBS training program. [Section 121(b)(2) and 20 CFR 628.205.]*

In California, the JOBS program is known as the Greater Avenues for Independence (GAIN) program. A description of the measures taken by the state to ensure coordination and to avoid duplication between agencies administering the state's GAIN program and JTPA programs is in the current GCSSP (Page 5, Section B., Item 7, Coordination Criteria). As stated therein, California law (Welfare and Institutions Code Section 11320.8) requires that when submitted to the state for approval, each county GAIN plan must be accompanied by a letter from the PIC, or councils in a multiservice delivery area county, certifying the level of local coordination, including joint planning and the use of local labor market information. The state law further provides that each county welfare department (which administers the local GAIN plan), shall afford any local PIC, local legal aid and welfare rights representatives, and local housing authorities responsible for administering public housing programs an opportunity for prior review and comment on county GAIN plan updates and revisions.

State law also requires that each local JTPA job training plan contains a description of the coordination with and the uses made of other agencies and organizations within the SDA providing job training, vocational education, client advocacy, child care and employment services, including how the SDA and the county welfare department have mutually and cooperatively planned the level and nature of services to GAIN participants. Additionally, in accordance with Section 15006(b) of the California Unemployment Insurance Code, each JTPA job training plan must contain a certification from the county that the JTPA job training plan is consistent with the county's GAIN plan. In the event that a JTPA job training plan does not contain the required certification of consistency with the GAIN plan, the State Job Training Coordinating Council (SJTCC) will determine if the two plans are consistent and, if appropriate, will authorize the certification of consistency. The SJTCC is responsible for reviewing not only the GAIN plan, but the plans of all state agencies providing employment, training and related services, and promoting coordination and linkages among those programs and JTPA.

2. *Linkages*

To ensure that the SDAs establish appropriate linkages and coordination procedures with other federal programs and with appropriate education and training agencies pursuant to JTPA Section 205 and 20 CFR 627.220, the state, as part of the planning guidance for the preparation of SDA local job training plans, instructs SDAs as follows:

One of the criteria for approving the job training plan is the adequacy of coordination linkages. Each SDA must comply with the requirements for educational linkages under JTPA Section 265. In addition, each SDA must define linkage as it applies locally. To be considered acceptable, a linkage must clearly enhance the provision of services within the SDA. Therefore, a linkage must involve more than occasional meetings and informal arrangements. The local definition of linkage must include, as a minimum, written operational agreements with other entities which result in one or more of the following:

a. an increase in the total number of persons served in the affected programs;

b. a qualitative and quantitative increase in the services provided to participants in the affected programs that is consistent with the needs of the participant;

c. arrangements to share client data and other relevant program information;

d. measurable changes in decreasing duplication of services, or in increasing effective use of existing resources between the affected programs;

e. agreements or contractual arrangements to share certain resources and/or costs of training participants in affected programs, consistent with regulations of the affected programs;

f. comprehensive service strategies for participants in the affected programs;

g. formal agreements (monetary or nonmonetary) involving joint planning, service delivery or other arrangements;

h. other elements which enhance program services.

The criteria for linkage may include several of the above listed elements. Each linkage within the SDA must be a written operational agreement and must meet one or more of the SDA criteria in order to be considered a "qualifying linkage."

III. PROGRAM ACTIVITIES

A. *Projected Use of Resources*

1. ***Describe the state system for the state and substate allocation of JTPA funds including the following: Title II-A, II-B, and II-C; education coordination and grants (8 percent); administrative, management, and auditing (5 percent); incentive grants, capacity building and technical assistance (5 percent) and services for older individuals (5 percent). [Section 121(b)(3).]***

The state system for allocation of JTPA funds is as follows:

Title II-A (77 Percent Allocation)

The Governor allocates 77 percent of the state's JTPA Title II-A allotment among the 52 SDAs in the state by formula specified in JTPA Section 202(b). For PY 1993-94, this allocation amount is $104,119,438.

Title II-B (100 Percent Allocation)

The Governor allocates 100 percent of the state's JTPA Title II-B allotment among the 52 SDAs in the state by formula specified in JTPA Section 252(b). For PY 1993-94, this allocation amount is $86,849,261.

Title II-C (82 Percent Allocation)

The Governor allocates 82 percent of the state's JTPA Title II-C allotment among the 52 SDAs in the state by formula specified in JTPA Section 262(b). For PY 1993-94, this allocation amount is $76,701,237.

State Education Coordination and Grants (8 Percent Allocation)

The Governor allocates 8 percent out of the 23 percent of the states Title II-A allotment for State Education Coordination and Grants (SECG) pursuant to JTPA Section 202(c)(1)(C) and 262(c)(1)(C) and 20 CFR 628.315. The state's system for allocating the 8 percent funds is described below on pages 16-17, Section 6(d). For PY 1993-94, the allocation amount of 8 percent funds is $18,300,652.

Administrative, Management, and Auditing (5 Percent Allocation)

The Governor allocates 5 percent of the state's JTPA Title II-A and II-C allotment for overall administration, management, and auditing activities relating to programs under Title II-A and II-C and for carrying out Additional State Responsibilities pursuant to JTPA Sections 121 (GCSSP), and Section 122 (SJTCC). For PY 1993-94, this allocation amount is $11,437,908.

Incentive Grants, Capacity Building and Technical Assistance (5 percent Allocation)

The state utilizes 5 percent each of the state's JTPA Title II-A and II-C allotment for incentive grants to SDAs for programs under Titles II-A and II-C pursuant to JTPA Section 106(b)(7). For PY 1993-94, this amount is $7,629,085.

The state will utilize up to 33 percent of the 5 percent funds under Titles II-A and II-C for Capacity Building and Technical Assistance to SDAs in accordance with JTPA Sections 202(c)(2)(A) and 262(c)(2)(A). For PY 1993-94, this amount is $3,808,823.

Services for Older Individuals (5 percent)

The Governor allocates 5 percent of the state's JTPA Title II-A allotment for Services for Older Individuals pursuant to JTPA Section 202(c)(D). For PY 1993-94, this allocation amount is $6,761,003.

2. ***Describe the State's administrative system to assure oversight of the programs operated in the SDAs as well as those state-supported programs operated throughout the state. The discussion should include a description of the role of the SJTCC or Human Resource Investment Council (HRIC) in program operations and oversight. Specify the role of the SJTCC in oversight of Title II-A, II-B, II-C, 8 percent State Education Coordination and Grants, programs for older individuals, and incentive, capacity building and technical assistance programs. [Section 121(b)(3).]***

No major change from current GCSSP; i.e., the Director of the Employment Development Department (EDD) is responsible for JTPA administration in California. Within EDD, there are four Divisions which have responsibility for the major JTPA oversight activities. The Job Training Partnership Division (JTPD) has the primary responsibility for administering JTPA in California. Other oversight Divisions include Audit, Evaluation and Investigation.

The State of California will not establish a HRIC as authorized by Title VII of JTPA to serve in lieu of the SJTCC. The SJTCC will continue to perform the functions authorized under JTPA Sections 122 and 317 to advise the Governor on JTPA-related matters.

The SJTCC serves as the Governor's advisory body for promoting coordination of employment and training programs and resources throughout the state. It provides advice and counsel to assist the Governor in planning, coordinating and monitoring the provision of programs and services established under JTPA and under the state's JTPA enabling legislation, the Family Economic Security Act (FESA). The Council develops and recommends policy to guide the operation and oversight of JTPA; recommends funding allocations; and recommends approval of job training plans developed by SDA. The SJTCC promotes coordination among state and federal job training, vocational education, job placement, and social service programs operating in California.

Specifically, the SJTCC:

- recommends policy for all aspects of JTPA to the Governor through the state's Secretary of Health and Welfare;
- develops and recommends the GCSSP to the Governor;
- advises the Governor, SDAs, and the PICs on the consistency of the local job training plans with the GCSSP and recommends approval or modification as appropriate;
- reviews the operation of local JTPA and state employment and training programs in each SDA to determine adequacy, and makes recommendations for improvements to the Governor, chief elected officials, PICs, services providers, the California Legislature, and the public;
- reviews and comments on the state plans of state agencies providing employment, training, vocational education and related services and makes recommendations to the Governor, the Legislature and appropriate state and federal agencies.

General Standards for PIC Oversight Responsibilities

In accordance with Interim Final Rule 20 CFR 627.475, the Governor has established general standards for PIC oversight responsibilities. The PIC shall oversee activities conducted under the job training plan for the SDA in accordance with procedures it develops pursuant to

Section 103 of the JTPA, its implementing regulations, Section 15032 of the California Unemployment Insurance Code, and the following standards:

1. The SDA administrative entity must conduct on-site monitoring visits to all service providers twice each program year.
2. Programs and activities conducted in the SDA administrative entity must be operated in compliance with JTPA and all applicable federal, state, and local laws and regulations.
3. All JTPA-funded service provider contracts must be for allowable activities, contract charges must be allocated to appropriate cost categories, and proper fiscal records must be maintained.
4. The selection of service providers must be made in accordance with JTPA Section 107, 20 CFR 627.422 and the state's standards for procurement.
5. The programs designed and operated by the SDA administrative entity must be consistent with the coordination criteria of the GCSSP.
6. Programs and activities must be effective in meeting the goals established in the job training plan.
7. Where SDA administrative entities are parties to contracts which serve multiple SDA jurisdictions, the affected SDAs must coordinate and must jointly establish procedures for monitoring multiple-SDA contracts.
8. The training and work environment must be safe for participants and staff members.
9. The SDA administrative entity must establish and operate appropriate and effective systems that comply with the nondiscrimination and equal opportunity provisions of JTPA and other federal and state nondiscrimination laws.
10. The SDA administrative entity must coordinate programs and activities with all appropriate agencies at the local level.

3. ***Describe the state's administrative activities, and procurement and financial management policies, including auditing and oversight to be conducted using the funds allocated to the state for administrative, financial management and auditing activities. [Section 121(b)(3).]***

The JTPD conducts a resource assessment survey annually to determine the needs of state level units in meeting administrative and oversight requirements of the JTPA. The process includes, but is not limited to, a zero based budget process for each entity that has personnel supported with JTPA funds.

In order to ensure fiscal accountability and prevent fraud and abuse in programs administered under the JTPA, the following procurement policy shall apply to all JTPA-related goods and services procured:

a. Procurements shall be conducted in a manner providing full and open competition, and shall be conducted at intervals of not less than once in every three years.

b. Procurement of service providers shall, to the extent practicable, be on a competitive basis, and shall require that determinations of demonstrated performance are made in writing prior to any award of a grant, subgrant, contract or subcontract. The determinations of demonstrated performance shall take into consideration those factors described in 20 CFR 627.422(d) and (g) of the JTPA Interim Final Rule.

c. Small purchase procurement shall be conducted, and rate and price quotations shall be secured, based on the following requirements:

Dollar range of purchase	Bidder contacts and method
$0 to $499	None required
$500 to $999	two documented bids*
$1,000 to $24,999	three written bids*
$25,000 and over	RFP or formal advertising*

*Unless sole source justification exists.

d. The use of sole source shall be minimized to the extent practicable, but in every case shall be justified. If described and approved in the local job training plan, an SDA may sole source to public and nonprofit private secondary schools for those in-school youth programs which require the schools to be the program operator. For purposes of securing OJT contracts with private employers, the use of small purchase procedures, sealed bids and competitive proposal procurement methods are not considered feasible, and therefore, the procurement of OJT contracts may be conducted noncompetitively. The enrollment of an individual participant in classroom training may be procured noncompetitively if the award of the contract for such enrollment under small purchase procedures, sealed bids or competitive proposals would delay the participant's entry into an available training class.

e. Procurements shall include an appropriate analysis of the reasonableness of costs or prices.

f. Procurements shall not provide excess program income or excess profit.

g. Procurements shall clearly specify deliverables and the basis for payment.

h. Written procedures shall be established for procurement transactions.

i. Procurement activities shall be documented in writing.

j. Subrecipients shall not use funds provided under the JTPA to duplicate facilities or services available in the area (with or without reimbursement) from federal, state, or local sources, unless it is demonstrated that the JTPA-funded alternative services or facilities would be more effective or more likely to achieve performance goals.

k. No subrecipient, contractor or subcontractor shall engage in any conflict of interest, actual or apparent, in the selection, award, or administration of a contract or grant under the JTPA.

l. All subrecipients shall conduct oversight to ensure compliance with procurement standards.

m. Procurement transactions between units of state or local governments, and any other entities organized principally as the administrative entity for service delivery areas, shall be conducted on a cost reimbursable basis.

n. Each subrecipient shall use its own procurement procedures which reflect applicable state and local laws and regulations, provided that the subrecipient's procurement procedures also comply with the requirements of JTPA regulations and with the standards established by the Governor.

The SJTCC has issued an audit policy which requires SDAs to submit an audit plan listing its contractors and the method by which audit requirements will be met. The JTPD reviews selected SDA subrecipient audits and their resolution to determine the adequacy of the SDA's actions. State monitors review and test SDA audit and issue resolution systems on an annual basis to ensure compliance with oversight requirements contained in JTPA and its enabling regulations as well as applicable state and local policies and procedures.

Financial Management support is provided by the EDD Fiscal Programs Division through the maintenance of the "Books of Original Entry" and management of the "Electronic Cash Transfer System." The JTPD maintains an "Annual Subgrant" used to allocate funds to SDAs and other program operators and provide authority for the expenditure of such funds.

4. *Describe the training activities to be funded with Title II-A, II-B, and II-C funds. [Section 121(b)(3).]*

The training activities to be funded with Title II-A, II-B, and II-C funds are developed in accordance with locally identified needs. A description of these activities is provided in a locally developed job training plan. In general, training activities to be funded with Title II-A will prepare adults for participation in the labor force by increasing their occupational and educational skills, resulting in improved long-term employability, increased employment and earnings, and reduced welfare dependency.

Training activities to be funded under Title II-B will: (1) enhance the basic educational skills of youth; (2) encourage school completion or enrollment in supplementary or alternative school programs; (3) provide eligible youth with exposure to the world of work; and (4) enhance the citizenship skills of youth.

Training activities to be funded with Title II-C funds will improve the long-term employability of youth, enhance the educational, occupational, and citizenship skills of youth, encourage school completion or enrollment in alternative school programs, increase the employment and earnings of youth, reduce welfare dependency, and assist youth in addressing problems that impair the ability of youth to make successful transitions from school to work, apprenticeship, the military, or postsecondary education and training.

5. ***Describe the types of training and participant support activities to be funded with services for older individuals funds. [Section 204(d) and 20 CFR 628.320.]***

No significant change from current GCSSP (page 14). The full range of services and support available under the amended Title II-A program will be available to this group.

(a) ***Describe the state's procedures for accomplishing consultation with the PIC when providing services to older individuals. [Section 204(d) and 20 CFR 628.320.]***

Prior to July 1, 1993, the JTPD will write a letter to all PIC Chairs advising them of the availability of funds for services to older individuals for PY 1993-94. For PY 1994-95, allocation strategy will be developed in consultation with a workgroup consisting of PIC/SDAs, Title V contractors, representatives from the JTPD and the California Department of Aging.

(b) ***Describe the state's policy for providing services to individuals with additional barriers to employment. List the SDAs and additional barriers approved by the Governor. [Section 204(d)(5)(B) and 20 CFR 628.320.]***

1) Additional barriers to employment for Titles II-A and II-C [JTPA Sections 203(d) and 263(h); 20 CFR 628.605(d) and 628.805(e)]

Sections 203(d) and 263(h) of the JTPA as amended, and Sections 628.605(d) and 628.805(e) of the Interim Final Rule, require that, beginning with PY 1993, not less than 65 percent of program participants under Titles II-A and II-C must be considered hard-to-serve. Hard-to-serve individuals are defined as individuals who have one or more serious barriers to employment. The Act allows SDAs to select one locally applicable serious barrier for the Title II-A adult program and one each for the Title II-C in-school and out-of-school youth programs in addition to those already specified in JTPA. To assist SDAs in choosing appropriate additional barriers, the state has developed a pre-approved listing of barriers from which SDAs may select.

The purpose of the pre-approved list is to accord SDAs the option to select an additional barrier with the pre-approval of the Governor to facilitate program planning and to eliminate the wait for formal approval from the state. The state has also established criteria for the selection and approval of additional barriers not on the state's pre-approved listing, since the statewide list may not be applicable in all SDAs in the state. Additional barriers are reviewed and approved based on these criteria.

In accordance with JTPA Sections 203(d)(3) and 263(h)(3) which require that information about the Governor's approval of additional barriers be included in the Governor's Coordination and Special Services Plan, please refer to the following attached exhibits: Exhibit 1, State-approved Additional Barriers to Employment; Exhibit 2, Criteria for State's Approval of Additional Barriers; and Exhibit 3, Additional Barriers Selected by SDAs and Approved by the Governor. Due to delays in announcing the State-approved Additional Barriers to Employment, some of California's SDAs were unable to obtain the approval of their PIC in time for the state to include them in Exhibit 3. Exhibit 3 will be amended when all SDAs have selected additional barriers and the state has reviewed and approved them.

2) Governor's identification of serious barriers to employment for older individuals who are not economically disadvantaged [JTPA Section 204(d)(5)(B) and 20 CFR 628.320(d)]

JTPA [Section 204(d)(5)(B)] and the Interim Final Rule [Section 628.320(d)] establish that up to 10 percent of the participants receiving services for older individuals may be non-economically disadvantaged if they have serious barriers to employment and have been determined within the last 12 months to meet the income eligibility requirements for Title V of the Older Americans Act of 1965. The Interim Final Rule also requires the Governor to identify those serious barriers to employment for the purpose of determining the eligibility of non-economically disadvantaged persons to receive JTPA services for older individuals.

In accordance with this requirement, older individuals who are not economically disadvantaged but who have been determined, within the 12 months prior to eligibility determination, to meet the income eligibility requirements for Title V of the Older Americans Act of 1965, may be eligible for JTPA services available under JTPA Section 204(d) if they also have one or more barriers, including but not limited to, the following:

- basic skills deficient
- school dropout
- recipient of cash welfare payment
- disabled
- offender
- homeless
- limited English language proficient
- displaced homemaker
- veteran
- alcoholic
- addict
- non-cash welfare recipient
- resident of public housing
- migrant or seasonal farmworker
- victim of family violence or disruption
- resident of a high crime or high poverty area identified by the PIC
- single parent or grandparent with dependent children under age six.

6. *Describe the projected use of SECG (8 percent) funds. [Section 123(c).]*

(a) *Identify the state education agency(ies) responsible for education and training that will be the recipient(s) of these funds. [Section 123 and 20 CFR 628.315.]*

The Superintendent of Public Instruction of the California Department of Education (CDE) is the state education agency as described in Section 123 (a) and Section 4 (23) of the JTPA. Based on recommendations of CDE, in collaboration with the Chancellor's Office of the California Community Colleges (COCCC), the SJTCC provides policy guidance for the use of 8 percent SECG funds. For administrative purposes, both CDE and COCCC will receive SECG funds, commensurate with their responsibilities, through Interagency Agreements with the EDD.

(b) *Describe the projects to be funded. [Section 123(a)(2) and 20 CFR 628.315(c)(2).]*

The projects to be funded include comprehensive programs for the following priorities:

- School-to-work transition services of demonstrated effectiveness that increase the rate of graduation from high school, or completion of the recognized equivalent thereof, including services that increase the rate at which school dropouts return to regular or alternative schooling and obtain a high school degree or its equivalent, and, which may include, services to support multiyear dropout prevention programs, linkages to build career pathways for movement from school to work, or the establishment of worksite experience to enhance the school-to-work transition of demonstrated effectiveness;

- Adult literacy and lifelong learning opportunities and services of demonstrated effectiveness that enhance the knowledge and skills of educationally and economically disadvantaged individuals and result in increasing the employment and earnings of such individuals;

- Statewide coordinated approaches, including model programs, to train, place, and retain women in nontraditional employment. These services may include enhanced outreach, new training methods and new support systems. An important on-going linkage to the Carl D. Perkins Vocational Education and Applied Technology Education Act (VATEA) "sex equity" provisions is to be recognized through implementing policy when possible.

Several parallel initiatives to overcome sex bias and stereotyping in vocational and related programs are to be supported with VATEA special projects in the community colleges and secondary programs, including mini-grants to overcome sex bias and stereotyping, a model to encourage women in math, science, technology subjects and careers, facilitating access, and measuring accountability in gender equity forums.

(c) Describe the anticipated agreements and the agency(ies), administrative entities and SDAs with whom the agreements will be made. [Section 123(b) and 20 CFR 628.315(b).]

The anticipated agreements will be cooperative agreements between the CDE and the SDA when the primary service delivery provider is a local school district or a county office of education, for all of the 50 percent portion of funds for services to GAIN participants, and for other projects in which the provider of service is not a community college. In those projects where the primary service provider is a community college, the local cooperative agreement will be between the COCCC and the SDA. In projects where there are multiple service providers, the SDA will designate the primary service provider. In those projects where there are multiple service providers and one is a community college, if the agreement is between CDE and the SDA, the COCCC will provide technical assistance and jointly monitor the project with the CDE. In SDAs where there is more than one project, cooperative agreements for each project will be entered into between the appropriate state agency and the SDA.

(d) Describe all of the information specified at Section 123(c). [Section 123 and 20 CFR 628.315.]

The SECG funds are used to facilitate coordination and promote linkages between administrative entities in SDAs and local education agencies. Section 33117.5 of the State Education Code requires the Superintendent of Public Instruction of the CDE to designate an amount necessary to provide educational services to

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participants in the GAIN program (Note: GAIN is California's JOBS program). Since PY 1985-86 the Superintendent determined that fifty percent of the 8 percent funds would be allocated to SDAs to provide educational services to GAIN participants. The SJTCC concurred with that determination and recommended that amount to the Governor.

For PY 1993-94, the SJTCC has adopted the following distribution of funds:

Fifty percent of the SECG funds will be used to provide educational services to GAIN participants including adult basic education instruction, General Education Development (GED) preparation and English-as-a-Second Language (ESL) instruction. Job specific training, if provided concurrently with education services can be funded with SECG funds. Fifty percent funds will be allocated by formula to SDAs for purposes of GAIN.

Thirty percent of the SECG funds will be made available through a Request for Application (RFA) process to fund projects providing services for eligible participants in the following programs: school-to-work transition, literacy and lifelong learning, and nontraditional employment for women.

Twenty percent is designated for administration and to facilitate coordination and linkages through Educational Statewide Priorities (ESP) projects.

Goals:

Statewide goals for distribution of the 30 percent funds are: twenty percent for literacy and lifelong learning programs, forty percent for nontraditional employment programs for women, and forty percent for school-to-work transition programs.

Applicant for school-to-work transitional programs must state the goals to be achieved and services to be provided for the following five areas:

- the activities and services that will result in increasing the number of youth staying in or returning to school and graduating from high school or the equivalent;

- the work-based curriculum that will link classroom learning to work site experience and address the practical and theoretical aspects of work;
- the opportunities that will be made available to participants to obtain career-path employment and postsecondary education;
- the integration to be achieved, in appropriate circumstances, in the delivery of services between state and local education agencies and alternative service providers, such as community-based and nonprofit organizations; and
- the linkages that will be established, where feasible, to avoid duplication and enhance the delivery of services, with programs under:

  Title II and Part B of Title IV;

  Elementary and Secondary Education Act;

  Carl D. Perkins Vocational and Applied Technology Education Act;

  Individuals with Disabilities Act;

  Adult Education Act;

  JOBS program;

  Stewart B. McKinney Homeless Assistance Act; and

  National and Community Service Act of 1990.

Applicants for literacy and lifelong learning programs must state the goals to be achieved and services to be provided in the following four areas:

- the activities and services that will increase the knowledge and skills of educationally and economically disadvantaged individuals, and result in increased employment and earnings for such individuals;
- the integration to be achieved between projects assisted under this section and the 4-year State Plan) and related needs

assessment carried out for the plan) developed in accordance with section 342 of the Adult Education Act;

- the variety of settings, including workplace settings, in which literacy training and learning opportunities will be provided; and
- the linkages that will be established, where feasible, to avoid duplication and enhance the delivery of services, with programs under:

  Title II and Title III;

  Adult Education Act;

  Carl D. Perkins Vocational and Applied Technology Act;

  JOBS program;

  Rehabilitation Act of 1973;

  National Literacy Act of 1991;

  Emergency Immigration Act of 1984; and

  National and Community Service Act of 1990.

Applicants for nontraditional employment for women programs must state the goals to be achieved and services to be provided in the program that will provide statewide coordination approaches, including model programs, to train, place and retain women in nontraditional employment.

(e) Describe all the state match for the use of these funds. [Section 123(a) and 20 CFR 628.315(e).]

The 1993-94 Budget Act for the State of California contains a General Fund match for the 8 percent funds in the amount of $8,912,000. The COCCC has committed $500,000 in Carl D. Perkins funds for matching purposes. In addition, California receives numerous federal and state appropriations that fund programs for the economically disadvantaged. Following is a list of other potential federal and state resources that will be used to match the SECG 8% funds:

Federal:

- Adult Education Act (20 U.S.C. 1201 et seq.);
- Elementary and Secondary Education Act of 1965 (Parts A-D of Chapter 1 of Title 1, 20 U.S.C. 2711 et seq.);
- Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2301 et seq.);
- Steward B. McKinney Homeless Assistance Act (PL 100-77; 101 Statutes 4820);
- National Literacy Act of 1991 (PL 102-73);
- Immigration Reform and Control Act of 1986; and
- Other federal funding sources as appropriate.

State:

- California General Fund apportionment (i.e. Average Daily Attendance (ADA) for public schools and Full Time Equivalent Student (FTES) for community colleges);
- Adult education state funds; and
- Vocational education state funds;
- State community college categorical and special population programs, including Extended Opportunities and Programs (EOPS) and Disabled Student Programs and Services (DSPS);
- Other state funding sources as appropriate.

7. (a) *Describe how the state has involved SDAs in planning the use of capacity building and technical assistance funds. [20 CFR 628.305.]*

In anticipation of the increased emphasis on capacity building efforts for PY 1993-94, the state in September formed an advisory group to develop a recommended state capacity building and technical assistance system. The group which was composed of six SDA Administrators, staff to SJTCC and staff from JTPD, met five times to complete the system.

(b) ***Describe any requirements the state may have developed for the inclusion of a capacity building and technical assistance strategy as part of the planning guidance for the preparation of SDA local job training plans. [20 CFR 628.420.]***

The state requires, through its planning guidance issued to SDAs for preparation of local job training plans, that SDAs describe plans to conduct capacity building and technical assistance activities pursuant to 20 CFR 628.420.

(c) ***Describe how capacity building investments will enhance staff capabilities at the state and local levels, including service providers.***

The new capacity building system is composed of three main components: (1) Compliance Training, (2) Practitioner's Skills Enhancement, and (3) Information Dissemination. The system will be budgeted with 33 percent of the five percent funds and will be accomplished by state, local and contractor staff. The system will expand and enhance past training and technical assistance opportunities which will be provided to state, SDA, PIC, and service providers.

(d) ***Describe the use of resources that will provide technical assistance to SDAs failing to meet performance standards. [Section 121(b)(3).]***

No significant change from current GCSSP (page 22).

(i) ***Specify the percentage of the "five percent" funds available under Section 202(c)(1)(B) that will be used for capacity building and technical assistance.***

The state will utilize up to 33 percent of the five percent funds for capacity building and technical assistance, as permitted under Section 202(c)(1)(B).

(ii) *Describe the formula, weighing schemes, and standards for measuring degree of performance to be used in distributing the balance of the funds for incentive grants to SDAs. [20 CFR 629.325.]*

No significant change from current GCSSP (pages 19-21).

8. *If the state plans to participate in the incentive bonus program under Title V, Jobs for Employable Dependent Individuals (JEDI), describe how the state will encourage successful implementation of: (a) training activities of eligible individuals whose placement is the basis for the payment to the state of the incentive bonus; and (b) the training services, outreach activities, and pre-employment supportive services provided furnished to these individuals. [Title V of JTPA.]*

The State of California elects not to participate in the JEDI bonus payment program at this time.

IV. SIGNATURE

The signature below is that of the Director of the Employment Development Department, who has been designated by the Governor as the signature authority to apply for and receive Job Training Partnership Act grant awards.

THOMAS P. NAGLE
Director
Employment Development Department
P. O. Box 826880
Sacramento, California 94280-0001

6/14/93
Date

VISION

Early in 1992, a work group of State Job Training Coordinating Council (SJTCC) members appointed by and including the Chair held a series of hearings concerning goals for California's employment and training and education system. Sharing their views with the work group, prominent economists, labor leaders, educators and program operators helped define the issues facing the state in this new age of global competitiveness. A common vision of an appropriate employment and training and education system for California's future emerged from these hearings. The SJTCC then established, as support for this vision, goals and objectives for California's job training and placement programs for the program year 1992-93.

The salient characteristics of this vision included:

- An employment and training and education system working collaboratively for the expressed purpose of upgrading the skills, productivity and competitiveness of the state's work force, and encouraging workers to continue their education over their lifetimes.
- An active private sector involvement in all aspects of the effort to upgrade the work force's skills, including the development of standards of competency and appropriate curricula and providing trainees access to current technology.
- Program accountability, based on outcome standards that are relevant to the needs of the labor market, and which justifies the investment of public funds in terms of increased employment, shorter duration of unemployment, reduction of welfare dependency and overall increase in the employability of the work force.

During the Summer of 1992 the Congress passed, and on September 7, the President signed into law, the *Job Training Reform Amendments of 1992*. These amendments shift the JTPA program into a primary role of preparing:

> "...youth and adults facing serious barriers to employment for participation in the labor force by providing job training and other services that will result in increased employment and earnings, increased educational and occupational skills, and decreased welfare dependency, thereby improving the quality of the work force and enhancing the productivity and competitiveness of the Nation." (Section 2)

The many provisions of the Amendments clearly support the vision developed earlier this year by the SJTCC work group. That portion of the Amendments which target services to individuals facing serious barriers to employment remarkably parallels the emphasis, adopted several years ago by the SJTCC, towards serving High Risk Youth.

The SJTCC is committed towards a rapid and full implementation of the Job Training Reform Amendments, knowing that this will further the original vision. Because these Amendments are substantial, and their implementation will require the full diligence of private industry councils, JTPA administrators, and service providers, the SJTCC is reluctant to add any additional requirements or expectations during this transition period. The Goals and Objectives, previously adopted for PY 92-93, have been revised, consolidated and/or deferred for PY 93-94, in order to support the more critical transition activities and focus; no new goals and objectives have been adopted at this time.

GOALS AND OBJECTIVES
for PY 1993

State Job Training Coordinating Council Mission Statement

The mission of the State Job Training Coordinating Council (SJTCC) is to ensure that the critical areas of economic growth, improved work force productivity, and deterrence of family dependency on public funds are addressed through the job training and vocational education programs in California. Through state and local efforts, the SJTCC will assist in establishing a cooperative partnership between government and the private sector.

GOALS AND OBJECTIVES FOR CALIFORNIA'S JOB TRAINING AND PLACEMENT PROGRAMS
PY 1993

This statement of goals and objectives is meant to provide guidance to state agencies, local officials and private industry councils in the formulation of their plans for the delivery of job training and placement services. The goals and objectives are not intended to dictate policy to local authorities and programs, but to define the overall policy framework for the use of state resources.

Goals and Objectives

The purpose of developing goals and objectives for California's job training system is based on: (1) providing guidance to SDAs in developing job training programs and their two year training plans; (2) providing guidance to state and local programs for improving coordination among their respective programs; (3) identifying priorities and program emphasis for state and local agencies involved in job training and vocational education programs; and (4) identifying specific programmatic areas which agencies need to coordinate among their programs to improve system efficiency and success rates. In addition, goals and objectives will establish benchmarks for future evaluation of state and local job training and vocational education programs.

GOALS AND OBJECTIVES

1. WORKFORCE DEVELOPMENT AND ECONOMIC VITALITY

To encourage worker's participation in continuing education and training as a means to constantly improve the workforce's skill level and flexibility and to reduce displacement and unemployment.

Objective: *SJTCC will collaborate with the Departments of Commerce, Education, Community Colleges, Employment Development Department, the Employment Training Panel and the private sector to: (1) devise a strategy or develop a model program to inspire workers towards continuing education, (2) jointly apply for a State Grant under the National Literacy Act to fund the implementation of the strategy /model , and (3) jointly identify small and medium-sized businesses as demonstration sites for testing continuing education strategies and/or programs for employees.*

Objective: *In conjunction with the Department of Education, California Community Colleges, and the employment and training community, the SJTCC will explore the feasibility of articulating training courses by local education agencies, including SDAs and other organizations defined by SJTCC as local education agencies, with those offered through California Community Colleges.*

To develop and strengthen the job opportunities, skill levels, production capacity, and competitive advantage of California's work force.

To clearly focus California's education and employment and training resources on supporting the vitality of the state's economy and meeting the employment needs of California's population.

Objective: *Where appropriate, SJTCC will encourage the SCANS competencies to be incorporated into all aspects of youth and adult employment and training and education programs.*

Objective: *Require that the competencies identified in the SCANS report be incorporated into State JTPA RFP's issued in PY 93-94.*

Objective: *The SJTCC will use Incentive Awards , consistent with the provisions of JTPA Section 106(b), to promote incorporation of SCANS competencies in all JTPA programs.*

To recognize the significant employment potential of women in non-traditional occupations, to promote among women the awareness of such potential and to recruit and train more women for placement into such occupations in order that their skills and talents may contribute further to the competitive advantage of California's work force.

Objective: *The SJTCC, in collaboration with other employment and training and educational service providers, will initiate an awareness campaign for local use to promote the general interest among women in exploring careers and/or available training in non traditional occupations.*

Objective: *The SJTCC, in collaboration with other employment and training and education service providers will, during PY 93-94, develop and publish criteria by which employment and training providers can evaluate their practices of providing career assessment and counseling to program participants.*

Objective: *The SJTCC will continue to promote access and use of technical assistance from Employment & Training providers to replicate successful training programs for women in nontraditional occupations and apprenticeships.*

To enhance and improve the employment skills of long-term AFDC recipients in order to reduce dependency on welfare and contribute to the competitive advantage of California's work force.

Objective: *When targeting JTPA services to AFDC recipients, give first priority for service to long-term AFDC recipients, contingent on approval of the Governor's Welfare Initiative.*

2. PRIVATE SECTOR LEADERSHIP AND INVOLVEMENT

To promote, develop, and increase the direct involvement and support of California's private sector leadership in fashioning and overseeing the state's education and employment and training programs.

To increase the direct participation of business and labor involvement in the design of local job training and vocational education programs.

Objective: *The SJTCC will continue to promote projects which are specifically designed to increase the involvement of the Private Industry Council and/or private sector in the actual curriculum development and oversight of employment and training and vocational education programs.*

Objective: *The SJTCC, in collaboration with other employment and training and education service providers, will conduct public hearings to identify the elements essential to strengthening local public-private partnerships.*

3. EFFECTIVE COORDINATION

To assure full and effective coordination of the various public-funded education and employment and training programs within the state.

Objective: *Where appropriate, the SJTCC will encourage that local JTPA youth and adult programs be matched by Carl D. Perkins Vocational Education funds, as intended and allowed for in the Carl D. Perkins Vocational Education and Applied Technology Education Act (VATEA), and that local JTPA youth and adult programs also be matched with other federal funds, where matching is allowed.*

4. LABOR MARKET AND ECONOMIC FORECASTING

To improve labor market information and economic forecasting capabilities relevant to the planning and implementation of education and employment and training programs at the state and local levels.

To expand statewide the current system of comprehensive labor market occupational supply and demand and follow-up information to meet the needs of education and employment and training organizations in terms of training for entry level jobs and career advancement and for retraining dislocated workers for emerging jobs.

Objective: *The SJTCC will continue to participate with California Occupational Information Coordinating Committee (COICC) member agencies to secure permanent funding through* *legislation and other sources for the California Cooperative Occupational Information System.*

Objective: *The SJTCC will continue to encourage wide distribution and use of labor market information by planners, counselors, students and program participants for program and career planning.*

5. ACCOUNTABILITY

To evaluate the performance of education and employment and training programs in California.

Determine relative impact of the investment of public funds in California, utilizing consistent criteria for reporting and measuring outcomes, including the return on this investment in terms of increased employment, shorter duration of unemployment, reductions in welfare dependency and benefit to the state's economy and citizens.

Objective: *The SJTCC, in collaboration with COICC, will promote inclusion of performance outcome data in the vocational education reporting systems operated by CDE and the Chancellor's Office of the California Community Colleges.*

Exhibit 1

State-approved Additional Barriers to Employment

State-approved additional barriers	Title II Category			Definition of Barrier	Acceptable Documentation/ Verification may include one or more of the following[1]:
	Adult	In-school-youth	Out-of-school Youth		
1. Alternative school student			✗	Any youth enrolled in an alternative school setting including schools such as continuation, corrections, court ordered, community, home study, adult education or special education.	• School records, report cards or statement from school • Referral from school counselor
2. At risk of dropping out of school		✗		A youth referred by a school staff person, probation officer or other responsible person documenting chronic attendance problems, or discipline problems, or educational underachievement, and/or other indicators which have been adopted by the local education agency and the PIC.	• Referral from school staff person, probation officer or other responsible person
3. Displaced homemaker	✗			An individual who has been providing unpaid services to family members in the home and who has been dependent either on public assistance and whose youngest child is within 2 years of losing eligibility under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.); or on the income of another family member but is no longer supported by that income; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. [See JTPA 4(29)]	• Authorization for cash public assistance • Copy of public assistance check • Medical Card or public assistance identification showing cash grant status • Death certificate, divorce decree, or letter from applicant specifying abandonment of spouse or family member. • Income tax records
4. Limited English language proficient	✗	✗	✗	The inability of an individual, whose native language is not English, to communicate in English.	• Documentation from school or ESL institution • School records or statement from school • Inability to communicate in English as documented by staff
5. Older Individual with low income	✗			Individuals age 55 or older whose income does not exceed 125% of the Poverty Guideline.	• Driver license • Birth certificate • Passport • Social Security records • Income tax records • Bank statements • Public assistance records

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[1] The Department of Labor TAG on eligibility documentation also contains numerous forms of acceptable documentation which would satisfy the requirement for acceptable documentation.

State-approved additional barriers	Title II Category			Definition of Barrier	Acceptable Documentation/ Verification may include one or more of the following:
	Adult	In-school-youth	Out-of-school Youth		
6. Participant in gang activities	✘	✘	✘	Adult or youth who is involved in organized gang activity as defined by local law enforcement agencies.	• Police report • Referral from law enforcement, probation, social agencies • Referral by community-based gang task force or organization
7. Non-cash welfare recipient	✘	✘	✘	Recipient of non-cash welfare benefits such as Food Stamps or other non-cash benefits	• Food Stamp receipts, cards or letter from Food Stamp disbursing agency • Public assistance records
8. Youth who is a member of a family receiving public assistance		✘	✘	An individual age 16 through 21 whose family receives public assistance, either in cash or non-cash form regardless of whether the youth is part of the grant. Includes youths in foster care.	• Public Assistance identification card, Medical card, or other welfare agency records • Refugee Assistance Record • Food Stamp receipts, cards or letter from Food Stamp disbursing agency • Court order or court contact • Statement from Foster care agency • Verification of payments made on behalf of foster child
9. Resident of high crime area or high poverty area identified by the PIC.	✘	✘	✘	Individuals residing in a geographic area within the SDA identified as a high crime or high poverty area which is designated by the PIC as a target area for JTPA services. A high crime area is defined by local law enforcement agencies; and a high-poverty area is measured by the number of persons in poverty according to Census tract data.	• Proof of residency such as current driver license; utility bills or other appropriate mailings to individual or individual's family at the claimed home address; Housing Authority verification; landlord statement; letter from social service or public assistance agency.
10 Resident of public housing	✘	✘	✘	Any individual living in subsidized housing or whose family receives housing subsidies, rent assistance or reduced rent via any federal, state, or local housing program.	• Verification by the agency or organization administering the housing program • Utility bill received at address of specific public housing facility • Statement from the Public Housing Authority that the residence is part of the Public Housing project coupled with standard residence documentation
11. Migrant or seasonal farmworker	✘	✘	✘	Adults and youth who are primarily employed, or in the case of youth, whose families are primarily employed, on a seasonal basis in the growth, processing, or transportation of agricultural products.	• UI documentation • Wage records

State-approved additional barriers	Title II Category			Definition of Barrier	Acceptable Documentation/ Verification may include one or more of the following:
	Adult	In-school-youth	Out-of-school Youth		
12. Single parent or grandparent with dependent children under age 6	X	X	X	Single parent or grandparent (male or female) who is head of a household with and has parental responsibility for one or more dependent children under the age of 6.	• Public Assistance identification card, Medical Card, or other welfare agency records • Income tax records
13 Substance abuser	X	X	X	Individual with a history of substance abuse, including current or former abuse of either drugs or alcohol.	• Documentation from an organization providing counseling or treatment to drug abusers or alcoholics • Referral from appropriate agency or physician • Referral by Halfway House.
14. Veteran	X	X	X	An individual who served in the active military, naval, or air service, and who was discharged or released therefrom under conditions other than dishonorable.	• Military discharge papers (DD214) • Documentation from the Veterans Administration
15. Victim of family violence	X	X	X	A victim of spousal, parental, or child abuse or family violence, or a member of a violent or abusive family.	• Police/court records; • child welfare shelter referrals; • Referral by therapists, counselors, or medical personnel. • Child Welfare Service Referral

Exhibit 2

Criteria for State's Approval of Additional Barriers

If the proposed barrier:	And the proposed barrier:	Then the state will:
1. Is on the state-approved list of additional barriers	a. Is a single barrier or b. Is combined with: 1) another barrier on the state-approved list, or: 2) one or more factors such as economic disadvantage, poor work history, or unemployment or long-term unemployment	Approve the category as an additional barrier.
2. Is not on the list of state-approved additional barriers and is not on the list of categories for hard-to-serve under §203(b); §263(b); or 263(d)	a. Would meet the definition of barrier to employment or artificial barrier to employment as defined in the JTPA glossary (JTPA Directive 87-7)[1] ; has supportable basis in the SDA for inclusion[2]; and can be acceptably documented[3]	Approve the category as an additional barrier.
	b. Is solely comprised of individuals with a poor work history or individuals who are unemployed	Not approve the category; this is not an acceptable additional barrier because §203(d) and §263(b) prohibit an additional barrier comprised solely of individuals who are unemployed or who have poor work histories.
	c. Cannot be supported by written or acceptable alternative forms of documentation other than self-certification	Not approve the category; adequate and supportable documentation is necessary to avoid audit exceptions based on inadequate documentation.
	d. Cannot be adequately addressed or overcome by the services available through the SDA or its peripheral resources	Not approve as there would be no point in serving people whose barriers cannot be overcome by the services available.
3. Is included on the list of categories for hard-to-serve under §203(b); §263(b); or 263(d)		Not approve as a category of additional barrier because it is already an authorized barrier.

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[1] Barriers to Employment: Any demonstrable characteristic of an applicant that has, in the applicant's opinion, served to limit, hinder or prohibit that person's opportunities for employment and/or promotion. Differentiate from artificial barriers to employment.
Artificial Barrier to Employment: Limitations such as age, sex, race, national origin, or physical status) in hiring, firing, promotion, licensing, and conditions of employment that are not directly related to an individual's fitness or ability to perform the tasks required by the job.

[2] The proposed barrier must be identified as being an employment barrier to potentially eligible JTPA participants within the SDA and the SDA has evidence for justification.

[3] Examples of acceptable documentation can be found in the list of state-approved barriers and in the Department of Labor's (DOL) Technical Assistance Guide on Title II Eligibility Documentation.

Approved SDA-Selected Additional Barriers

Exhibit 3

SDA	Title II-A–Adults SDA Selected Barrier	Title II-C–In-School SDA Selected Barrier	Title II-C–Out-of-School SDA Selected Barrier
Alameda	Selection pending	Selection pending	Selection pending
Anaheim	Resident of high crime/pov area	At risk of dropping out	Alternative School Student
Butte	Single parent, child under 6	At risk of dropping out	Public Assistance Family Mmbr
C/L/T	Non-cash welfare recipient	At risk of dropping out	Alternative School Student
Contra Costa	Res. of high poverty area	Public Assistance Family Mmbr	Public Assistance Family Mmbr
Foothill	Res. high crime/pov. area	Public Assistance Family Mmbr	Res. high crime/pov. area
Fresno	Single parent, child under 6	At risk of dropping out	Alternative School Student
Golden Sierra	Non-cash welfare recipient	Public Assistance Family Mmbr	Public Assistance Family Mmbr
Humboldt	Non-cash welfare recipient	Public Assistance Family Mmbr	Alternative School Student
Imperial	Res. of high poverty area	Res. of high poverty area	Res. of high poverty area
Kern/Inyo/Mono	Veteran	At risk of dropping out	Public Assistance Family Mmbr
Kings	Non-cash welfare recipient	Non-cash welfare recipient	Alternative School Student
LA City	Selection pending	Selection pending	Selection pending
LA County	Non-cash welfare recipient	At risk of dropping out	Public Assistance Family Mmbr
Long Beach	Res. of high poverty area	Res. of high poverty area	Res. of high poverty area
Madera	Res. of high poverty area	Public Assistance Family Mmbr	Public Assistance Family Mmbr
Marin	Non-cash welfare recipient	Resident of high crime/pov area	Alternative School Student
Mendocino	Single parent, child under 6	Single parent, child under 6	Alternative School Student
Merced	Res. of high poverty area	Public Assistance Family Mmbr	Public Assistance Family Mmbr
Monterey	Non-cash welfare recipient	At risk of dropping out	Alternative School Student
Mother Lode	Substance Abuser	At risk of dropping out	Alternative School Student
Napa	Veteran	At risk of dropping out	Racial/Ethnic minority
NoRTEC	Veteran	Public Assistance Family Mmbr	Alternative School Student
North Central	Non-cash welfare recipient	At risk of dropping out	Alternative School Student
NOVA	Non-cash welfare recipient	Public Assistance Family Mmbr	Alternative school student
Oakland	Limited English proficient	Limited English proficient	Limited English proficient
Orange	Limited English proficient	Limited English proficient	Limited English proficient
Richmond	Resident of high crime/pov area	Resident of high crime/pov area	Resident of high crime/pov area
Riverside	Displaced Homemaker	At risk of dropping out	Substance Abuser
Sacramento	Resident of high crime/pov area	Public Assistance Family Mmbr	Public Assistance Family Mmbr
San Benito	Migrant/seasonal Farmwkr	Public Assistance Family Mmbr	Public Assistance Family Mmbr
San Bern. City	Selection pending	Selection pending	Selection pending
San Bern. Co.	Selection pending	Selection pending	Selection pending
San Diego	Veteran	Public Assistance Family Mmbr	Public Assistance Family Mmbr
San Francisco	Limited English proficient	Racial/ethnic minority	Racial/ethnic minority
San Joaquin	Resident of high crime/pov area	At risk of dropping out	Alternative School Student
San Mateo	Selection pending	Selection pending	Selection pending
SanLuisObispo	low income older individual	At risk of dropping out	Alternative School Student
Santa Ana	Resident of high crime area	Resident of high crime area	Resident of high crime area
Santa Barbara	Non-cash welfare recipient	Racial/ethnic minority	Racial/ethnic minority
Santa Clara	Resident of high crime/pov area	Resident of high crime/pov area	Resident of high crime/pov area
Santa Cruz	low income older individual	Racial/ethnic minority	Racial/ethnic minority
SELACO	Resident of high crime/pov area	Resident of high crime/pov area	Resident of high crime/pov area
Shasta	Single parent, child under 6	Public Assistance Family Mmbr	Alternative School Student
Solano	Veteran	None selected	Public Assistance Family Mmbr
Sonoma	Non-cash welfare recipient	At risk of dropping out	Alternative School Student
South Bay	Resident of high crime/pov area	At risk of dropping out	Resident of high crime/pov area
Stansilaus	Limited English Proficient	At risk of dropping out	Alternative School Student
Tulare	Limited English proficient	Public Assistance Family Mmbr	Public Assistance Family Mmbr
Ventura	Selection pending	Selection pending	Selection pending
Verdugo	Selection pending	Selection pending	Selection pending
Yolo	Limited English proficient	At risk of dropping out	Alternative School Student

BEST COPY AVAILABLE

Appendix 9

Sample Of Interagency Agreements

COOPERATIVE AGREEMENT
BETWEEN
CALIFORNIA STATE DEPARTMENT OF REHABILITATION
AND
CHANCELLOR'S OFFICE
THE CALIFORNIA COMMUNITY COLLEGES

WHEREAS,

The Chancellor of the California Community Colleges (hereinafter referred to as Chancellor) and the Director of the Department of Rehabilitation (hereinafter referred to as Director) recognized that no otherwise qualified person with a disability shall be denied the benefits of California Community Colleges solely by reason of his/her disability; and

WHEREAS,

The Department of Rehabilitation (hereinafter referred to as Department or DR recognizes that it shares responsibility with educational systems as a provider of needed services to persons with disabilities and that the concerns and goals of Education and those of Vocational Rehabilitation are clearly compatible and every effort will be made to effectively and efficiently coordinate available services; and

WHEREAS,

The Chancellor and the Director agree to make every effort with the Governor of the State of California, the Department of Finance and before the Legislature of the State of California and Congress of the United States to promote and support the appropriation of adequate State and Federal funds to enable the community colleges to provide appropriate educational opportunities to all their students with disabilities; and

WHEREAS,

The Chancellor and Director wish to ensure that no student with disabilities be denied educational auxiliary aids or services and programs as a result of ineffective coordination; and

WHEREAS,

The Chancellor, on behalf of community colleges and the Director, on behalf of the Department agree to the following:

1. The community colleges' Disabled Student Programs and Services will refer appropriate students to the Department for

eligibility evaluation and services. Department of Rehabilitation will also refer appropriate clients to the community colleges through the Disabled Student Programs and Services.

2. The community college system will continue to provide reasonable accommodation and educational services to all community college students with disabilities based on identified need, which will include but not be limited to, the following auxiliary aids and other educational services.

   - Reader services for non blind
   - Notetaker services
   - Interpreter services
   - On-campus mobility assistance
   - On-campus transportation
   - Adaptive equipment
   - Educational and vocational counseling coordinated with the Department of Rehabilitation IWRP (Individualized Written Rehabilitation)
   - Other devices and services necessary to ensure that a disabled student will enjoy the benefits of and participation in all the education programs operated by the community colleges on an equal basis with other students

3. Disabled community college students who are clients of the Department will continue to receive services provided by the Department if, in the judgment of the Rehabilitation Counselor, such services are necessary to facilitate the agreed-upon IWRP. These services may include but are not limited to the following:

   - Registration fees, books and supplies
   - Medical/psychiatric evaluation of disability
   - Physical, psychiatric, or speech therapy
   - Individual diagnostic testing and vocational assessment
   - Vocational rehabilitation counseling
   - Off-campus transportation including mileage allowance, bus or taxi fare
   - Off-campus mobility instruction
   - Prosthetic/orthotic maintenance and repair
   - Notetaker, interpreter, and tutoring services when college funding for such services is exhausted
   - Special adaptive equipment

- Job Search and Job Placement assistance
- Coordination of IWRP with Community College staff

4. Reader services for clients of DR who are blind or visually impaired will be provided by DR.

STATE OF CALIFORNIA

INTERAGENCY AGREEMENT

STD. 13 (REV. 8-89)

NUMBER 16353

(CO: 92-REC-09)

Distribution:

☐ Agency providing services
☐ Agency receiving services
☐ Department of General Services (unless exempt from DGS approval)
☐ Controller

THIS AGREEMENT is entered into this 1st **day of** November, **19**92,
by and between the undersigned State Agencies:

Set forth services, materials, or equipment to be furnished, or work to be performed, and by whom, time for performance including the terms, date of commencement and date of completion, and provision for payment per (1225 and 8752-8752.1 SAM)

WHEREAS, the Chancellor's Office of the California Community Colleges (hereinafter referred to as CO) and the California Department of Rehabilitation (hereinafter referred to as DR) recognize that no otherwise qualified person with a disability should be denied the benefits of California Community Colleges solely by reason of his/her disability; and

WHEREAS, DR administers the Federal Vocational Rehabilitation Act (hereinafter referred to as the ACT) in California, is the public agency responsible for the vocational rehabilitation of persons with disabilities with federal funds derived from the ACT, and does so administer this program in accordance with the California State Plan as approved by the Federal Rehabilitation Services Administration; and

WHEREAS, the CO acknowledges and agrees that the community colleges are required by Section 504 of the Rehabilitation Act of 1973, and the regulations implementing that Section and Article 9.5 (11135 to 11135.5) of the California Government Code to provide auxiliary aid necessary to make the benefits of the community college programs accessible to all their students with disabilities; and

WHEREAS, under Section 110 of the ACT, funds are provided to DR for expansion of rehabilitation services for the disabled during Fiscal Year 1992/93; and

WHEREAS, DR is authorized under Section 120 of the ACT, to enter into agreements with other units of government to provide rehabilitation services available to rehabilitation clients during Fiscal Year 1992/93; and

(Continued on ______ sheets which are hereby attached and made a part hereof)

12/28/92

NAME OF STATE AGENCY RECEIVING SERVICES Department of Rehabilitation	NAME OF STATE AGENCY PROVIDING SERVICES California Community College Chancellor's Office
CALLED ABOVE (SHORT NAME) DR	CALLED ABOVE (SHORT NAME) CO
AUTHORIZED SIGNATURE ▷	AUTHORIZED SIGNATURE ▷
PRINTED NAME AND TITLE OF PERSON SIGNING Verne Albright, Chief, Budget and Contract Sec.	PRINTED NAME AND TITLE OF PERSON SIGNING Ernest R. Leach, Deputy Chancellor
FUND NUMBER AND NAME	FUND NUMBER AND NAME

AMOUNT ENCUMBERED BY THIS DOCUMENT $ -0-	PROGRAM/CATEGORY (CODE AND TITLE) General		FUND TITLE General	
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT $	(OPTIONAL USE) Support Certified Time: $25,000.00			
	ITEM 5160-001-001-(A)	CHAPTER 587	STATUTE 1992	FISCAL YEAR 92/93
TOTAL AMOUNT ENCUMBERED TO DATE $	OBJECT OF EXPENDITURE (CODE AND TITLE) 0662-6030			
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.	T.B.A. NO.		B.R. NO.	
SIGNATURE OF ACCOUNTING OFFICER x Erika Behling			DATE 12-28-92	

Department of General Services Use Only

FORM | POLICY | BUDGET

Department of General Services
APPROVED
JAN 6 1993
BY ORIGINAL SIGNED BY
GARRY NESS
Ass't. Chief Counsel

WHEREAS, DR is authorized under 34 CFR 361.76 to utilize as State funds any funds transferred to DR by State or Local government; and

WHEREAS, the Legislative intent is for enhancement of services to persons with disabilities through better coordination of existing services; and

WHEREAS, both DR and CO are authorized by Section 6500 et. seq. of the Government Code and Section 19013 of the W & I Code to enter into this agreement.

Now therefore, DR and CO agree as follows:

DR and CO will continue and expand their joint support of WorkAbility III programs (WAIII). These programs assist in the development and provision of job placement and other vocational rehabilitation services to community college students with disabilities in accordance with the Rehabilitation Act of 1973 as amended, 34 CFR 361, and the Individuals with Disabilities Education Act of 1975 as amended.

CONDITIONS OF PROGRAM ADMINISTRATION

1. This agreement and/or the funding level of this agreement are contingent upon the availability of Federal and State funds for fiscal year 1992-93. The funding level may be adjusted to be consistent with available funds. This agreement is also subject to additional restrictions, limitations or conditions enacted by the United States Congress and the California Legislature, which may affect the provisions, terms,or funding of this agreement. Provisions relating to the availability of Federal Funds are more particularly set forth in Exhibit "A," which is attached hereto and incorporated by reference.

2. Within the stipulations stated above, this agreement shall be effective on November 1, 1992, and terminate on June 30, 1993. However, it is the intention of each party to annually renew the cooperative program created by this agreement. Each party reserves the right to terminate this agreement upon thirty (30) days written notice to the other party.

3. This agreement identifies the CO general fund contribution of Certified Expenditures up to $25,000 (25%) in state funds as a match to the Department of Rehabilitation, to be expended by CO either directly or by separate contract . Such expenditures will be made in conformity with the mutually agreed upon "Plan of Operation" and "CO Certified Expenditure Summary," which follow as part of this agreement.

4. CO shall certify to DR on a monthly basis the expenditure of CO funds for CO's cost of operation, as set forth in the "CO Certified Expenditure Summary" (attached). No portion of the certified expenditures shall come from federal funds. DR shall use such certified expenditures in lieu of cash match to generate federal funds. All such expenditures shall be under the joint review for approval of DR and CO with final authority to reside with DR (Rehabilitation Act Section 361.13 (a) (5)). DR shall not be obligated to reimburse CO for any contributions made by CO in accordance with the approved budget.

5. This agreement also identifies the DR commitment to expend up to $75,000 (75%) in additional support for the WorkAbility III program, either directly or by separate contract, with joint concurrence by CO/DR, to provide those other program components identified in the "Plan of Operation," which are not provided through "Certified Expenditures" by CO. CO will participate with DR in the recruitment for the additional staff. Selection of new staff or approval of separate contracts will be by joint concurrence

of CO/DR. All charges have been or will be computed in accordance with SAM Sections 8752 and 8752.1.

6. Both CO and DR will jointly carry out their responsibilities, as directed by educational and vocational rehabilitation statues and regulations, at both the state and local level (34 CFR 300.150 -152). State policy decisions or interpretation by DR or CO that could effect the spirit of this interagency agreement will be discussed and jointly agreed to prior to implementation. DR will provide supervision and final decisions regarding staff and/or services funded through this agreement or used for certification purposes, and identified by CO in the "CO Certified Expenditure Summary" [361.13 (a) (5)].

7. CO and DR shall maintain accounts and records in connection with this program for a period of five (5) years after termination of this agreement. CO and DR shall submit to each other such reports, accounts and records deemed necessary by DR and CO to discharge its obligations under State and Federal law (CFR 300.152 and 300.600).

8. CO and DR shall each assign to serve as support staff additional personnel, as may be deemed appropriate to adequately support WA III and to discharge each department's respective responsibilities under state and federal laws.

9. This agreement may be amended by mutual agreement of both parties in writing.

10. DR and CO agree to place in each of it's sub-contracts, which are in excess of $10,000 and utilize State funds, a provision that: "Contracting parties shall be subject to the examination and audit of the Auditor General for a period of five (5) years after final payment under contract."

11. The Contract Administrator for DR is Catherine Campisi, Assistant Deputy Director, FOD, Transition Programs and Services. The Contract Administrator for CO is Karen Halliday, Dean of Student Services, DSP&S. Dr. Susan Sargent of the Vocational Education Unit is designated as the CO WAIII lead person.

12. Funds distributed under this agreement and local WAIII contracts will be used to supplement and not supplant other state, federal and local funds (including funds not under the control of DR and the education agencies) that would have been expended for Disabled Student Programs and Services and related services or rehabilitation services provided to persons with disabilities [20 U.S.1413(a)(9)].

PLAN OF OPERATION

INTRODUCTION

DR and CO will continue the joint administration of cooperative programs between DR and California Community Colleges known collectively as WorkAbility III (WAIII) This program has multiple sites located at various community colleges throughout the state. These projects are for the purpose of providing job placement, and other support services not otherwise available through the community college, to students with disabilities who are applicants or clients of DR.

Each participating college shall execute with DR a contract describing the services to be offered and containing a program budget according to a format to be provided by DR and agreed to by CO. Services offered under this agreement must constitute a new pattern of services and shall not supplant or replace any existing service or any service which is the legal responsibility of the community college. Each project and project budget shall be designed with the participation of the local DR office representative and subject to the final approval of DR at the State level and the Chancellor's Office. DR shall utilize the matching funds from WAIII Programs to obtain federal matching funds available under Section 110 of the Rehabilitation Act.

Both DR and CO will maintain and carry out their respective responsibilities pertaining to policy interpretation, direction, supervision, evaluation, and monitoring as directed by educational and vocational rehabilitation statutes and regulations at both the state and local level.

OBJECTIVES

The overall objective is to increase the number of community college students with disabilities who become DR clients and obtain suitable employment resulting in successful rehabilitation.

1. Establish up to five new WAIII projects during 92/93.
2. Increase the number of students/clients served by WAIII programs from 1900 during 91/92 to over 2000 during 92/93.
3. Increase the number of student/clients rehabilitated from 777 during 91/92 to over 800 during 92/93.
4. Develop a WAIII Resources Handbook and start-up kit.
5. Increase networking between projects and develop plans for an electronic communication linkage between project sites.

ADMINISTRATION

Both parties understand that federal regulations require DR to exercise program supervision over DR funded activities of staff during that portion of time spent on DR functions. WAIII Program oversight shall be carried out in coordination with CO. This will typically be carried out through budgetary control, program reviews and other mutually agreeable procedures.

A field support work group will be made up of representatives from local program personnel from each agency and staffed by State Program personnel to advise both agencies on program operation and facilitate communication between local program staff and between local and state staff. Travel for the field support group will be funded through this agreement.

The CO WorkAbility III lead person is designated to have CO management responsibility over this project and carry out those CO responsibilities identified in this agreement. This position will report directly to the contract administrator, the CO Dean of Student Services, DSP&S. She will meet and consult regularly with the DR WAIII Statewide Coordinator, Transition Programs and Services Section.

The DR WAIII Statewide Coordinator, Transition Programs and Services Section is designated to have DR management responsibility over this program and carry out those DR monitoring responsibilities identified in this agreement. He/she will report directly to the Assistant Deputy Director, Field Operations Division, Transition Programs and Services of the

Department of Rehabilitation in carrying out his/her responsibilities. He/she will meet and consult regularly with the CO WAIII lead person.

STAFFING

CO STAFF: CERTIFIED TIME

As provided in the budget attached to this agreement, the following functions will be provided through contract expenditures (certified time) by CO, subject to the DR and CO federal guidelines, and the contract provisions of this interagency agreement. These expenditures by CO will provide a vocational rehabilitation role and function, which will be other than the traditional role and function of CO. All cooperative program staff, contracted for by CO, will be subject to approval from DR.

These are new positions providing services not previously provided by CO prior to the establishment of this interagency cooperative program. These functions are not mandated or otherwise required services of CO.

WAIII Consultant(.5 FTE) (This position did not previously exist and was established specifically to provide administrative support for the WA III program.)	1. Provide technical assistance to WAIII project staff by phone and site visits. 2. Participate in program reviews of WAIII programs as a review team member or the review team leader. 3. Provide staff support for the WAIII Field Support Group. 4. Plan an annual statewide WAIII training meeting. 5. Plan regional training meetings for WA III programs.

DR STAFFING

The following staff positions and activities will be provided by DR to provide administrative support and coordination for the WorkAbility III program. Selection of DR WAIII program staff will be in consultation with CO.

WA III Statewide Coordinator(1 FTE)(This is an existing position)

1. Under the direction of the DR Assistant Deputy Director, Transition Programs and Services Section, in cooperation with the CO designee, provide leadership throughout California to college and rehabilitation personnel in the development, operation and administration of WAIII programs to promote program objectives and ensure compliance with State and Federal requirements.

2. Coordinate annual application and contract process for new and existing sites including design, review and approval of budgets. Oversee fiscal transactions between projects and DR.

3. Provide technical assistance relating to policies and procedures, including training based on areas of need, staffing structures, etc.

4. Develop and implement program evaluation procedures including reviews of WAIII programs, review and analysis of annual program reports/applications, and preparation and submission of findings with recommendations for improvement.

5. Train incoming personnel for the WAIII Unit.

6. Prepare reports and correspondence related to WAIII.

7. Monitor WAIII budgets and prepare reports of certified time and reimbursements.

8. Instruct colleges regarding budget revisions and contract amendments. Review and approve budget revisions and contract amendment requests.

WAIII Clerical (.5 FTE) (This is an existing position)

1. Type, file, answering phones, receptionist, copying, word processing, other clerical duties as assigned and needed.

2. Record Program's information on spreadsheets, for management's decision making activities.

3. Compile monthly statewide progress reports formatted to the needs of CO and DR.

WAIII Field Support Staff (This is a new position to be provided by establishing a new DR position or by contracting with one or more participating colleges for these services to be provided by staff with WAIII experience at the college.)

1. Assist in the identification of potential WAIII program sites .

2. Assist in setting up new WA III programs, including contract negotiation and program development.

3. Provide technical assistance to WAIII programs.

4. Assist in training state and local staff supporting the objectives of this agreement, improving and enhancing services to students with disabilities who are DR clients.

5. Facilitate the sharing of student-client job placement information and employability strategies between programs sites.

6. Facilitate communication/networking between projects including designing a plan to provide an ongoing communication link between program sites.

7. Develop WAIII Resource Handbook and materials to assist new program start-up.

8. Update and revise WAIII brochure.

CO CERTIFIED EXPENDITURE SUMMARY
1992/1993 FISCAL YEAR

CO will make the following expenditures from non-federal funds in conformity with this "Plan of Operation" and certify them monthly to DR. Expenditures will be made under DR supervision and certified according to the format provided by DR.

DESCRIPTION	PERCENT OF TIME DEVOTED TO PROJECT	TOTALS
WAIII Program Consultant		$25,000
TOTAL EXPENDITURES "CERTIFIED" BY CO		$25,000

This CO Certified Expenditure Summary may be revised through adding or substituting positions by mutual written agreement of both agencies.

DR EXPENDITURE SUMMARY
1992/93

DR will make the following expenditures in addition to the current level of expenditures in support of the WAIII program.

WAIII Field Support Staff	$50,000
Travel for WAIII Field Support Staff and for Field Support Group members.	$20,000
Training programs and meetings	$ 5,000
TOTAL	$75,000

PROGRAM BUDGET SUMMARY
1992/93

DR Costs (From DR Expenditure Summary)	$ 75,000
Chancellor's Office Costs (From CO Certified Expenditure Summary)	$ 25,000
Total Program Costs	$100,000

CO certified time contribution must come from non-federal funds. The source of the CO certified contribution is state DSP&S funds.

CO Share	$ 25,000	(25%)	Certified time contribution
Total DR share	$ 75,000	(75%)	
Total Budget	$100,000		

Exhibit "A"

1. It is mutually understood between the parties that this agreement may have been written before ascertaining the availability of congressional and state appropriation of funds for the mutual benefit of both parties in order to avoid program and fiscal delays which would occur if the agreement were executed after that determination was made.

2. This agreement is valid and enforceable only if sufficient funds are made available to State by the United States Government and the Budget Act of 1992 for the fiscal year 1992-93 for the purposes of this program. In addition, this agreement is subject to any additional restrictions, limitations, or conditions enacted by the Congress and the legislature which may affect the provisions, terms or funding of this agreement in any manner.

3. It is mutually agreed that if sufficient funds are not appropriated for the program, this agreement shall be amended to reflect any reduction in funds.

4. The Department has the option to void the agreement under the thirty (30) day cancellation clause or to amend the agreement to reflect any reduction of funds.

Appendix 10

Memorandum Of Understanding Between The State Board Of Education And The Board Of Governors Of The California Community Colleges

MEMORANDUM OF UNDERSTANDING
BETWEEN
THE STATE BOARD OF EDUCATION
AND
THE BOARD OF GOVERNORS OF THE CALIFORNIA COMMUNITY COLLEGES

Introduction

Upon approval by the State Board of Education and the Board of Governors of the California Community Colleges, this Memorandum of Understanding (MOU), as provided in Education Code Section 12050(b), facilitates the articulation and coordination of federally funded vocational education programs and services, and, in addition, delegates to the Board of Governors, in consonance with the requirements of the federal Act and regulations, the maximum responsibility in administration, operation, and supervision of policies and procedures related to community college vocational programs provided for in the Act. This document shall describe the planning process between the two agencies and timelines for division of funds. The split of funds will be in compliance with the State Plan and the Carl D. Perkins Vocational and Applied Technology Education Act. The division of dollars in the State Plan is based upon the statewide needs assessment and such factors as relative needs and statewide priorities.

Upon execution of this MOU, no previous MOU between the parties is of any force or effect. This MOU replaces and supersedes any and all previous MOUs between the parties and embodies the totality of the agreement between the parties.

The MOU may be amended or revised by the mutual, written consent of the parties hereto and shall be reviewed each time a new State Plan is developed.

I Shared Planning and Coordination

A. Staff Operations

This section defines and delineates the cooperative working relationships and the role and responsibilities of staff of both agencies as they pertain to the administration and operation of shared federally funded vocational education programs and services. Staff are expected to model cooperation and collaboration in carrying out these responsibilities. Staff of both agencies shall:

1. Meet on a regular basis to cooperatively plan and discuss items of mutual concern relating to the administration and operation of federally funded vocational education programs and services.

2. Plan and coordinate support services to the Joint Advisory Committee on Vocational Education, including preparation of agendas, minutes of meetings, reports, and staff recommendations.

3. Participate jointly in the planning, development, dissemination, and implementation phases of the State Plan. Provide districts and agencies information on the process and specific timelines to develop and/or amend the State Plan.

4. In compliance with the State Plan and the federal Act, prepare on an annual basis interagency agreements to transfer federal vocational education funds to the Board of Governors according to the approved process for division of funds.

   The California Department of Education uses a "first-in-first-out" method of billing and accounting for federal funds; and therefore, annually, after financial records are reconciled, carryover funds generated by the Chancellor's Office shall revert to the Board of Governors through an amendment to the interagency agreement(s). Specific timelines for the development and approval of the interagency agreement(s) have been mutually established to assure timely flow of funds to all eligible districts and agencies. The following steps in the interagency agreement process must begin by April of each year with final approval by June 15:

   a. Draft agreement(s) jointly developed, based on prior year's funding

   b. Final draft(s) submitted for interagency agreement approval process

   c. Approval of interagency agreement(s) by June 15

   Amendment(s) to reflect (a) any increase or decrease in funds from the U.S. Department of Education and (b) any carryover funds from prior years will be finalized by November 30.

   Although the above timeline is subject to a timely flow of information from the U.S. Department of Education, the interagency agreements can be renewed using past year allocation figures and amended to reflect current year dollars when California's grant award notification letter is received.

5. Jointly provide information to eligible recipients regarding implementation of the State Plan goals and objectives and the related expenditures. Staff shall cooperatively establish due dates and format for the reporting of this information.

6. Plan and coordinate data collection and statistical and narrative information for annual fiscal and performance reports as required by federal regulations.

7. Develop operational definitions and methods of verification needed to collect, analyze, and report meaningful statistical data for determining needs, division of funds, core standards and measures, program review, and fiscal and performance reports.

8. Recommend committee appointments as needed to assure compliance with the federal Act and provide for cooperation and collaboration with districts and agencies.

9. Address other topics of mutual concern and interest pertaining to federally funded vocational education programs and services.

B. Joint Advisory Committee on Vocational Education

1. Background

On July 11, 1968, the State Board of Education, with concurrence of the Board of Governors of the California Community Colleges, approved creation of a Joint Committee on Vocational Education. This Committee, composed of three members from each Board, meet on a regular basis to discuss matters pertaining to federally funded vocational education programs and services that are of mutual concern to both boards.

2. Purpose

The Joint Advisory Committee on Vocational Education is an advisory body created by the State Board of Education and the Board of Governors of the California Community Colleges to provide a forum for discussion of federally funded vocational education programs and services. The Committee promotes articulation, cooperation, and collaboration in the statewide coordination and planning for high-quality vocational education programs and services at all educational levels and makes recommendations that are in the best interests of the State on those matters of mutual concern to the State Board of Education and the Board of Governors.

3. Functions

The functions of the Committee are to facilitate communication, articulation, and coordination and to make recommendations necessary to accomplish the following major tasks:

a. Encourage coordination in the planning, development, and implementation of the State Plan and/or amendments to the Plan.

b. Distribute shared federal funds between the State Board of Education and the Board of Governors in accordance with the State Plan, the Memorandum of Understanding, and the federal Act.

c. Assure compliance with the State Plan and federal requirements in regard to evaluation of programs and services, data collection, and fiscal and performance reports.

d. Provide a forum for discussion of issues and concerns on vocational education programs and services supported by the shared federal funds by secondary school and community college districts, local educational agencies, and other interested parties.

e. Encourage program improvement, integrated academics, research, exemplary and innovative programs, curriculum development, personnel training, guidance and counseling, dissemination, gender equity, technical preparation, and other special projects and areas determined to be of mutual interest and concern.

f. Encourage long-range planning to meet the education and employment needs of California, including emerging occupations and applications of new technologies.

g. Support access by and supportive services to underserved populations for entrance to and success in vocational education programs.

4. Operational Procedures

The Joint Advisory Committee on Vocational Education consists of three members of the State Board of Education and three members of the Board of Governors of the California Community Colleges. Members are appointed annually by the presidents of their respective boards for one- or two-year terms. To provide continuity, terms will be staggered so that at least two members, one from each Board, will continue the following year. The chair and vice chair of the Committee rotate each year between representatives of the State Board of Education and the Board of Governors.

The Committee holds regularly scheduled meetings on a quarterly basis. All meetings are conducted in accordance with Roberts Rules of Order and the Bagley-Keene Open Meeting Act (*Government Code* Sections 11120-11131). The Committee shall announce annually its schedule of regular meetings; if business necessitates, additional meetings may be scheduled.

The State Superintendent of Public Instruction and the Chancellor of the California Community Colleges annually designate staff to provide support to the Committee. Staff from both educational agencies cooperatively prepare agendas, reports, minutes, and other necessary materials for Committee meetings.

II Development of the State Plan and/or Amendments

The State Plan shall be developed in compliance with Section 113 of the Carl D. Perkins Vocational and Applied Technology Education Act (and any acts amending or succeeding this Act). The process shall include an assessment of program quality as required in Section 115 of the Act, as well as broad field input from practitioners, educators, business, industry, labor, and government. The State Plan shall describe the estimated distribution of funds for each type of institution listed by instructional level, as required in Section 403.32(b)(4) of the final rules and regulations, and be in support of the comprehensive plan for vocational education and job training in California and, to the extent possible, related state priority efforts as identified by the State Board of Education and the Board of Governors.

Any individual, eligible recipient, organization, state agency representative, or member of the State Board of Education or the Board of Governors may make recommendations as to the content of the State Plan, providing such proposals are not in conflict with PL 101-392.

A. Process for Adoption of State Plan

Two or more public hearings shall be held to allow comments and recommendations on the State Plan. Public notice procedures of the State Board of Education shall be followed. The State Board of Education shall establish and convene a panel representing the State Board of Education, the Board of Governors, agency staff, and field practitioners to hear public testimony on the proposed Plan. Every effort will be made to schedule public hearings on the State Plan to provide maximum access to individuals wishing to testify before the panel. Written input may also be submitted as directed in the Public Hearing notice. A summary of the testimony and the hearing panel's recommendations will be prepared by agency staff following the hearings.

The State Committee of Practitioners on Vocational Education shall review and comment on any proposal pertaining to their responsibilities, as required in Section 115 of the Act. The State Council of Vocational Education (SCOVE) and the State Job Training Coordinating Council (SJTCC) shall have the opportunity to review and comment on the proposed plan at least sixty days prior to submission to the U.S. Department of Education, as required in Section 403.33 of the final rules and regulations.

After consultation with the Board of Governors and with SCOVE and SJTCC, the State Board of Education will take action to approve the content of the State Plan. After approval, the State Plan will be submitted to the U.S. Department of Education, along with a record of the review and comments, as required in the Final Regulations: 34 C.F.R. Section 403.31 and 403.32. Upon receipt of approval of the State Plan by the U.S. Department of Education, the California Department of Education and the Chancellor's Office of the California Community Colleges will distribute the Plan in a timely manner to eligible recipients under PL 101-392 and interested parties.

B. Process for Development of the State Plan

The State Plan will be submitted to the U.S. Department of Education by May 1 prior to the July implementation of the Plan. In order to meet this timeline, the process to develop the State Plan shall begin approximately 18-22 months in advance of the May 1 due date. The State Plan development process includes the following steps:

- Preliminary planning process
- Implementation of needs assessment and process for field participation and input
- Completion of first draft
- Sixty-day review and comment on proposed Plan by SCOVE and SJTCC
- Public hearings on proposed Plan (thirty-day advance notice required)
- Final editing of Plan
- Review and comment on State Plan by Joint Advisory Committee on Vocational Education

- State Plan recommended to Board of Governors and State Board of Education
- Formal action to approve State Plan by State Board of Education
- Submission of State Plan to U.S. Department of Education by May 1

C. Process to Monitor Implementation of the State Plan

On a quarterly basis, the California Department of Education and the Chancellor's Office shall provide information to the Joint Advisory Committee on Vocational Education and their Boards regarding implementation of State Plan goals and objectives and the related expenditures. Any proposal for amending the planned uses of funds shall be brought to the Board of Governors and the State Board of Education for discussion and consideration prior to any changes being made.

Annually, the State Board of Education will review the progress of the major efforts for the vocational education programs and services of the California Department of Education and the Chancellor's Office of the California Community Colleges. This review will also include major focus and plans for the next year. In compliance with the State Plan, this MOU, and the federal Act, available funds will be directed to the California Department of Education and the Chancellor's Office.

D. State Plan Amendments

The need to amend the State Plan may arise at any time during the year when changes in program conditions, labor market conditions, funding, or other factors require substantial amendment of an approved State Plan. Any individual, eligible recipient, organization, state agency representative, or member of the State Board of Education or the Board of Governors may suggest amendment(s) to the State Plan. The State Board of Education will refer the proposed amendment(s) to the Joint Advisory Committee on Vocational Education and staff of the two agencies for review and research and provide an appropriate mechanism for field input and discussion. The State Board of Education will then determine 1) if the proposed amendment(s) address and meet the intent of the Act and 2) if the proposed amendment(s) warrant a public hearing.

1. Process for Adoption of Amendment(s) to State Plan

   The process for adoption of amendments to the State Plan is identical to the process to adopt the State Plan. See Section II-A of this MOU.

2. Process for Development of Amendments to the State Plan

Once determination has been made that an amendment is needed, the following activities will occur:

- The proposed amendment will be presented to the Joint Advisory Committee on Vocational Education, the Board of Governors, and the State Board of Education for review and comment.
- The proposed amendment(s) will be presented to SCOVE and SJTCC for review and comment.
- Public hearings on the proposed amendment(s) will be held.
- The State Board of Education will take action on the proposed amendment(s).
- If approved by the State Board of Education, the amendment(s) will be submitted to the U.S. Department of Education, along with a record of review and comment from the Board of Governors.

III Procedures for Resolving Differences

The State Board of Education and the Board of Governors recognize that a coherent vocational education program is in the best interests of California and have established a Joint Advisory Committee on Vocational Education to assure cooperation and collaboration in planning, implementing, and evaluating federally aided programs under the Carl D. Perkins Vocational and Applied Technology Education Act. However, given that each Board has a vested responsibility for different educational segments, it is reasonable to expect that occasional differences may occur. If differences occur, they will be resolved as follows:

Step 1:

Should the Joint Advisory Committee on Vocational Education fail to reach agreement on a recommendation to their respective Boards, or should recommendation(s) from this group be accepted by one Board and rejected by the other, the Presidents of each Board shall meet to discuss the issue(s) and, if possible, develop a recommendation to resolve the issue(s).

Step 2:

Should the Presidents of the two Boards not reach an acceptable compromise, then the two Boards may wish to meet jointly to discuss the issue(s). Either Board may request a joint meeting.

Step 3:

If a resolution to the issue(s) that is acceptable to both Boards cannot be reached, then the California State Board of Education shall make the decision. The State Board of Education's decision, along with a record of review and comment on the issue(s), shall be forwarded to the U.S. Department of Education as required in the Final Regulations: 34 C.F.R. Sections 403.31 and 403.32.

Appendix 11

Qualifications
Of
Staff

QUALIFICATIONS OF STAFF

Staff qualifications for state and local vocational education personnel are included in the Appendix to the State Plan for information purposes only. While the State of California has established criteria regarding credential requirements for vocational educators, it should be noted that the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 [P.L. 101-392] is silent on the issue of qualifications of vocational education personnel. Indeed, for the first time, under provisions of this Act, states and local districts may expend federal vocational education funds on applied academic courses and teachers [reference U.S. Office of Vocational and Adult Education Program Memorandum No. 92-13].

Part I

California Department Of Education

State Staff

1. Minimum Qualifications - All Levels

Credential Requirement—Possession of a valid credential authorizing public school service in California. (Applicants who do not possess the required credential will be admitted to the examination but must secure the credential before they will be considered eligible for appointment.)

Proposed Amendment*: Possession of an earned master's or doctorate degree may be substituted for the required credential.

a. *Vocational Education Assistant I*

Three years of teaching experience in vocational subjects

Proposed Amendment*: Possession of a teaching credential or designated subjects credential with authorization to teach career-vocational education subjects or credential or life diploma of equivalent authorization.

b. *Vocational Education Assistant II*

Either - Two years of experience in California state service performing vocational education duties of a class with a salary range not less than that of Vocational Assistant I;

Or - Two years of teaching experience in vocational education; and one year of administrative, supervisory, coordinative, or equivalent level experience in vocational education. (Experience as a teacher trainer in the appropriate vocational subjects in a college or university may be substituted for the required administrative experience.)

** The qualifications for California Department of Education Vocational Education staff members have been proposed for amendment. At this writing, the amendments are awaiting approval by the California Department of Personnel Administration and the State Personnel Board.*

c. Consultant Level Classes

Either - One year of experience in California state service performing vocational education duties of a class with a salary range not less than that of Vocational Education Assistant II;

Or - One year of teaching experience in a public school system and two years of administrative, supervisory, or equivalent level of experience in public school vocational education programs.

Note - For subject-matter consultant classes, experience must be in the appropriate area of specialization. (Experience as a teacher trainer in the appropriate vocational subjects in a college or university may be substituted for the required administrative experience on a year-for-year basis.)

d. Administrator Level I Classes

Either - One year of experience in California state service performing vocational education duties of a class with a salary range not less than that of Vocational Education Consultant, or two years of experience performing vocational education duties of a class with a salary range not less than that of Vocational Education Assistant II;

Or - Three years of public school administrative, supervisory, coordinative, or equivalent level experience in occupational education.

Note - For the subject-matter Administrator class, experience must be in the appropriate area of specialization. (Experience as a teacher trainer in the appropriate vocational subjects in a college or university may be substituted for a maximum of two years of the required administrative experience on a year-for-year basis.)

e. *Administrator Level II Classes*

Either - One year of experience in California state service performing vocational education duties of a class with a salary range not less than that of Vocational Education Administrator I, or two years of experience performing vocational education duties of a class with a salary range not less than that of Vocational Education Consultant;

Or - Four years of public school administrative, supervisory, coordinative, or equivalent-level experience in vocational education.

f. *Assistant Superintendent of Public Instruction - Director of Career-Vocational Education Division*

Either - One year of experience in California state service performing administrative duties of a class with a salary range not less than that of a Vocational Education Administrator II, or two years of such experience in a class with a salary range not less than that of Vocational Education Administrator I;

Or - Broad and extensive (more than five years) public school experience in an administrative, managerial, or high-level supervisory capacity.

2. Specific Credential Requirements

a. *Vocational Education Assistant I, II, and Vocational Education Consultant*

In addition to the credential requirements listed in No. 1 above, the following specific requirements are currently mandatory for the above listed classes:

- Possession of a Standard Designated Subjects Credential in Vocational Education
- Credential or life diploma of equivalent authorization
- Designated Subjects Credential in Vocational Education

b. *Industrial Education Consultant, Industrial Education Administrator I*

In addition to the credential requirements listed in No. 1 above, the following specific requirements are currently mandatory for the above listed classes:

- Possession of a Standard Designated Subjects Credential with specialization in Industrial Education, Vocational Trade and Technical Teaching
- Credential life diploma of equivalent authorization
- Designated Subjects Credential with Specialization in Industrial Education, Vocational Trade and Technical Teaching

c. *Assistant Superintendent of Public Instruction - Director of Career-Vocational Education Division*

In addition to the credential requirements listed in No. 1 above, the following specific requirements are mandatory for the above listed class:

- Possession of a valid administrative or supervision credential
- Diploma of equivalent authorization
- A master's degree in Vocational Education, or closely related area may be substituted for the required administrative credential

d. *All Other Classes*

In addition to the credential requirements listed in No. 1 above, the following specific requirements are mandatory for all other classes than those listed in 2-a, 2-b, and 2-c above:

1) Credentials

Possession of a valid Standard Secondary Teaching Credential with authorization to teach the appropriate following subject in the respective area, or a credential or life diploma of equivalent authorization:

- **Subject Authorization of Credential - Generalist Classes:** Vocational subjects, Academic subjects in secondary schools or community colleges, or single-subject teaching credential.

- **Subject Authorization or Credential - Subject-matter Specialist**: Agricultural education, business and marketing education, allied health education, home economics education, or industrial technology education.

(Applicants for any of the classes who do not possess the required credentials will be admitted to the examination but must secure the credentials before they will be considered eligible for appointment.)

Proposed Amendment* for All Classes in this Series: Possession of a teaching credential or designated subjects credential with authorization to teach career-vocational education subjects or credential or life diploma of equivalent authorization.

2) Experience

Experience applicable to one of the following patterns may be combined on a proportional basis with experience applicable to the other to meet the total experience requirement. Experience in California state service applied toward the general experience pattern must include the same number of years of qualifying experience as required in the promotional pattern performing the duties of a class with a salary range not less than that described in the promotional experience pattern.

Proposed Amendment*: The performance of career-vocational education duties required under the experience patterns for the classes of Career-Vocational Education Assistant, Career-Vocational Education Consultant, Career-Vocational Education Administrator I and II, or Assistant Superintendent of Public Instruction - Director of Career-Vocational Education, CEA, may include subject-matter speciality experience (e.g. agricultural education, business education, health careers education, home economics education, industrial and technology education, etc.) or general career-vocational education experience.

** The qualifications for California Department of Education Vocational Education staff members have been proposed for* *amendment. At this writing, the amendments are awaiting approval by the California Department of Personnel Administration and the State Personnel Board.*

3. Required Knowledge And Abilities - All Levels

The following knowledge and abilities are required of all levels of staff, California Department of Education:

a. *Knowledge*

- Philosophy, principles, practices, and trends of vocational education, with particular reference to the appropriate area of specialization
- Philosophy and principles of education
- Public education administration and organization
- Teacher and teacher-training methods and techniques
- Vocational occupations
- Type and length of training needed to prepare persons for vocational occupations
- Federal and state legislation and administrative policies pertaining to the appropriate area of specialization
- Philosophy, organization, and operation of vocational education youth groups

b. *Abilities*

- Provide leadership through a process of advice, consultation, and cooperation with others
- Speak and write effectively
- Analyze situations accurately and take appropriate action
- Plan, organize, and coordinate a variety of activities
- Develop and prepare instructional materials
- Conduct successful classes, workshops, and institutes
- Do research and conduct studies

Vocational Education Administrator I Level Classes And Above

The following knowledge and abilities are required of the Vocational Education Administrator I Level Classes and above:

1. Knowledge

- All that is listed in 3-a
- Principles of public administration, including budget and fiscal and personnel management
- Community organizations and resources relating to vocational education and current social, economic, and political trends which condition the development of vocational education
- Management and labor relations
- Education theory and practice as applied to curriculum development
- Principles of organization and management, including supervision and human relations
- Administrative practices of local school districts relating to vocational education
- Research, statistics, and educational testing and management

2. Abilities

- Have all those listed in 3-b above
- Assume innovative leadership in formulating, promoting, and directing a statewide program
- Plan, organize, and direct the work of subordinate professional staff
- Maintain liaison with officials of educational, governmental, and private organizations and groups
- Assume innovative leadership in the promotion and coordination of vocational education
- Work effectively with others in a variety of circumstances

3. Special Personnel Requirements - All Levels

The following special requirements are mandatory for all levels of staff in the California Department of Education:

- Demonstrated leadership ability
- Tact
- Willingness to travel throughout the state

Secondary Local Education Agencies

1. Local Directors Of Career-Vocational Education Or Subject-Matter Supervisors

a. *Definition*

LEA administrative and supervisory personnel are employed by offices of county superintendents of schools, school districts, and regional occupational centers and program.

They may be locally designated as coordinators, supervisors, directors, consultants, or by other similar titles, but for the purposes of this document they are collectively identified as Local Directors of Career-Vocational Education or as Subject-Matter Supervisors.

b. *Minimum Qualifications*

- Professional. They shall hold valid California supervisory or administrative credentials and credentials authorizing the teaching of a career-vocational subject.
- Occupational Proficiency. They shall have at least two years of successful work experience in an occupation pertinent to this State Plan.
- Teaching Experience. They shall have at least two years' teaching experience as a part of a career-vocational education program.
- Internship. A local Director of Career-Vocational Education may be employed on the basis of partial fulfillment of

the professional requirements (above) through participation in an organized and approved internship program.

2. Career-Vocational Education Teachers

a. *Minimum Qualifications*

Career-vocational education teachers of Agriculture, Business, Consumer and Homemaking, Health Careers, Home Economics Related Occupations, and Industrial Technology Education shall meet the following minimum qualifications:

- **Professional.** They shall hold a valid California credential authorizing the teaching of the subject assigned.
- **Occupational Proficiency.** Career-vocational teachers shall have occupational proficiency in the career-vocational subject assigned commensurate with the grade or difficulty of level of instruction. Evidence of occupational proficiency will be based on at least two years of work experience, calculated either consecutively or cumulatively, which is directly related to the occupation to be taught, or on evidence of equivalent proficiency. (Not applicable to teachers of Consumer and Homemaking Education.)

b. *Subject-Matter Specific Teacher Qualifications*

- **Teachers of Agriculture Education**

In addition to the general State Plan requirements, teachers in career-vocational agriculture shall have completed professional, preparation, including student teaching in agriculture, under the direction of an institution accredited for agricultural teacher education according to provisions outlined in this State Plan and/or meet the Designate Subjects Credential requirements as established by the Commission on Teacher Credentialing.

- **Teachers of Industrial Technology and Health Careers**

These teachers shall have completed a program of professional teacher preparation and an examination (optional at the discretion of the Commission on Teacher Credentialing) for subject-matter competency, both of which shall be approved by the Commission on Teacher Credentialing.

- **Teachers in Industrial Arts Education**

  Industrial Arts Education teachers must have work experience that is outside the field of education and directly related to the subject-matter areas to be taught as determined by the local educational agency.

- **Teachers in Consumer and Homemaking Education**

  In addition to the general State Plan requirements, teachers in Consumer and Homemaking education shall have completed professional preparation, including student teaching in home economics, under the direction of an institution accredited for Home Economics teacher education.

3. Integrated Academic Teachers

a. *Minimum Qualifications*

Teachers of academic career-vocational integrated programs shall meet the following minimum qualifications:

- **Professional.** The teacher of the integrated academic program shall have a valid California credential authorizing the teaching of the subject assigned.
- **Program.** Teachers of academic programs must be responsible for instruction of a course of study that is fully integrated with one or more of the career-vocational subject matter areas included in the State Plan.

4. Work Experience Education Coordinators

a. *Minimum Qualifications*

Work experience education coordinators shall meet the following minimum qualifications:

- **Professional.** They shall hold a valid California credential authorizing the services to be performed.
- **Occupational Proficiency.** They shall have had two years of successful work experience in an occupation qualifying under this State Plan or other evidence of equivalent proficiency.

5. Career-Vocational Guidance Counselors

a. *Minimum Qualifications*

Career-vocational guidance counselors shall meet the following minimum qualifications:

- **Professional.** They shall be properly certified to provide vocational counseling and guidance services in California.
- **Experience.** They shall have two years of work experience in areas other than education.

6. Teacher Aides

a. *Minimum Qualifications*

Career-vocational teachers aides shall meet the following minimum qualifications:

- They shall have the recommendation of the local administrator, related occupational, experience, or participation in an inservice training program.

Part II

California Community Colleges

Chancellor's Office Staff

California - State Personnel Board
Specifications

Community College Administration Series Specification
(Established December 2, 1970)

Scope

This series specification describes the five levels of professional education classes used in the Chancellor's Office of the California Community Colleges. These are career classes used for positions responsible for developing, administering, coordinating, and evaluating the ongoing statewide Community College programs.

Class

Community College Program Assistant I
Community College Program Assistant II
Specialist in ... California Community Colleges (15 Classes)
Administrator for ... California Community Colleges (5 Classes)

Definition

Persons in these classes provide leadership for the California Community Colleges by developing, administering, coordinating, and evaluating policies, programs, standards, and procedures in one or more fields of specialization, such as Community College administration, academic and vocational education, student services, fiscal services, facilities planning, equal employment opportunity and affirmative action programs, and library services; promote and coordinate statewide Community College planning and programs; provide consultation and advice to Community College officials; interpret state and federal laws and policies relating to the Community Colleges and to the policies and regulations of the Board of Governors of the California Community Colleges; review and evaluate Community College programs for conformance to policies and laws; assist in coordinating programs among Community Colleges and between the Community Colleges and other segments of higher education, secondary schools, and voluntary coordinating groups; direct and participate in studies and research projects; evaluate studies developed by other agendas affecting programs in the Community Colleges; administer and attend conferences and workshops; assist cooperating educational institutions in programs to train teachers and Community College administrative personnel; prepare and publish articles and reports; represent the Board of Governors and the Chancellor of the California Community Colleges as assigned; develop and hold workshops and conferences and perform other related duties.

Factors Affecting Position Allocation

The scope of responsibility assigned; the complexity of work; the independence and consequence of action; the level and scope of responsibility for program and policy development and implementation; the impact of decisions on statewide programs; the extent of involvement in the legislative and budgetary processes; and the degree of supervisory responsibility

Definition Of Levels

Community College Program Assistant I

This is the entry and first working level in this series. It is utilized as a permanent level for the lesser skilled and as a training level for the higher professional levels in the series. The Assistant I works under the guidance of a higher level staff member in the performance of analytical and research duties in planning, developing, administering, and evaluating Community College programs.

Community College Program Assistant II

This is the fully qualified working professional level in the series. Incumbents either (1) carry out administrative assignments, consultation, and assistance in complex and sensitive programs with the guidance of a higher level staff member; or (2) independently perform the duties of a less complex and sensitive program. Incumbents may act as leadpersons over lower level assistants and/or analytical support staff in the performance of a program of average complexity and sensitivity.

Specialist, California Community Colleges

This is the second fully qualified working professional level in this series. Incumbents perform complex analytical and research duties in planning, developing, administering, and evaluating a wide variety of academic, employment, fiscal, facilities, library services, student services, or vocational Community College programs, projects, and standards in an assigned specialty area. They provide consultative services to Community

College officials and promote and evaluate proposals from Community Colleges eligible for federal or state financial assistance. Typically, they report to an individual at the Administrator or Director level in this series.

Administrator, California Community Colleges

This is the first supervisory level and functions as either a program chief or senior staff person on a major project in a nonsupervisory capacity. As a supervisor, incumbents plan and direct the development, administration, and evaluation of an ongoing statewide Community College specialty area, such as academic programs, equal employment opportunity and affirmative action programs, library services, student services facilities and financial planning and administration, information services, or vocational education program development or program operation. Incumbents typically supervise three or more subordinate professional staff engaged in research and consultative activities and report directly to either a Vice Chancellor or the Chancellor. Nonsupervisory positions in this class perform high-level administrative, coordinative, and consultative duties on the most complex assignments which are characterized in their impact by being systemwide, intersegmental, interunit, interdisciplinary, controversial, and legislatively sensitive in nature and report to either a Vice Chancellor or the Chancellor.

Administrator For ... California Community Colleges (5 Classes)

Either I

One year of experience in the California state service performing higher education administration duties comparable to those performed by a Specialist in the California Community Colleges.

Or II

Experience: Four years of administrative, supervisory, coordinative, or equivalent level experience in the appropriate field of specialization as indicated at the end of this specification, including or supplemented by two years of experience in higher education, preferably in a community college.

And

Education: Possession of an earned doctorate degree granted by an accredited institution of higher education or equivalent degree approved by the State Superintendent of Public Instruction under the provisions of California Education Code Section 94310.2 may be substituted for two years of the managerial, administrative, supervisory, coordinating, or teaching experience under Pattern II. Possession of an earned master's degree may be substituted for one year of the managerial, administrative, supervisory, coordinating, or teaching experience under Pattern II.

Knowledge And Abilities - All Levels:

Knowledge of: Principles, practices, and trends in Community College education with particular reference to the appropriate area of specialization; principles of Community College administration; federal and state laws and the policies and regulations of the Board of Governors of the California Community Colleges as they relate to the appropriate area of specialization; research and statistical methods; and human relations.

Ability to: Assume innovative leadership in the formulation and direction of a statewide community college program in the appropriate area of specialization; do research and conduct studies; present ideas clearly and concisely in oral and written form; work cooperatively and communicate effectively with all individuals and groups contacted in the course of work; represent the Board of Governors and the Chancellor as assigned; prepare clear and concise reports and publications; and analyze situations accurately and take effective action.

The following position descriptions are taken from the personnel division of the Chancellor's Office.

Vice Chancellor, Economic Development/Vocational Education

Duties/Responsibilities

Under the direction of the Deputy Chancellor, coordinates and directs established programs concerned with Vocational Education, Economic Development and Employment Training.

Minimum Qualifications

Senior-level administrative experience directly related to community college vocational economic development and employment training programs.

Advanced college degree in an appropriate area of specialization.

Broad and extensive experience in the application of state laws, regulations, and policies regarding the California Community Colleges.

Broad administrative or program manager experience with substantial participation in the formulation, operation, and/or evaluation of program policies.

Knowledge of the organizations and functions of California state government, including the organization and practices of the Legislature and the Executive Branch; principles, practices, and trends of public administration, organization and management; techniques of organizing and motivating groups; program development and evaluation; methods of administrative problem solving; principles and practices of policy formulation and development; and personnel management techniques.

Demonstrated ability to plan, organize, and direct the work of multidisciplinary professional and administrative staff; analyze administrative policies, organization, procedures, and practices; integrate the activities of a diverse program to attain common goals; gain the confidence and support of top-level administrators and advise them on a wide range of administrative matters; develop cooperative working relationships with representatives of all levels of government, the public, and the legislative and executive branches; analyze complex problems and recommend effective courses of action; and prepare and review reports.

Local Community Colleges

Faculty

Community college faculty must meet specified minimum qualifications as determined by the Board of Governors. These qualifications are the possession of a master's degree in the subject area or a bachelor's degree in the subject area and a master's degree in a reasonably related area. If no master's degree is available in the area, the minimum qualifications are a bachelor's degree in the area and two years' work experience or an associate degree and five years' work experience in the area being taught. Individuals who do not possess the specific required degree and experience can be deemed to be equivalent. This equivalency process is jointly agreed to by the faculty in the individual districts working through their academic senate and local governing board.

The list below emphasizes that AB 1725 provides for establishing a process at the local level for determining whether a particular candidate has the equivalent of the specified minimum qualifications. The academic senate in each district by joint agreement with the local governing board, establishes a process and criteria by which to determine whether qualifications though not identical are, nonetheless, not lower than what is specified in the list.

Whenever this list mentions a master's degree, any degree beyond the master's would, of course, also satisfy that qualification.

Disciplines Requiring A Master's Degree

Accounting: Master's in accountancy, business administration with accounting concentration, OR bachelor's in business with accounting emphasis or business administration with accounting emphasis or economics with an accounting emphasis AND master's in business, business education, taxation, or finance OR bachelor's degree with a CPA license OR the equivalent.

Agriculture: Master's in agriculture, agriculture sciences or education with specialization in agriculture OR bachelor's in any of the above AND master's in agriculture business, natural resources, animal science, plant science, soil science, forestry, pomology, agriculture engineer, environmental horticulture, agronomy, enology, OR the equivalent.

Business: Master's in business, business management, business administration, accountancy, finance, marketing, or business education OR Bachelor's in any of the above AND master's in economics, personnel management, public administration, or JD or LLB degree OR bachelor's in economics with a business emphasis AND master's in personnel management, public administration, business education, or JF or LLB degree OR the equivalent.

Child Development/Early Childhood Education: Master's in child development, early childhood education, human development, family and consumer studies with a specialization in child development/early childhood OR Bachelor's in any of the above AND master's in educational psychology with a specialization in child development, social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies OR the equivalent.

Computer Applications: Qualifications in the discipline of the application.

Computer Science: Master's in computer science or computer engineering OR bachelor's in either of the above AND master's in mathematics, cybernetics, business administration, accounting, or engineering OR bachelor's in engineering AND master's in cybernetics, engineering, mathematics, business administration OR the equivalent.

Counseling : Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, education counseling, social work, or career development OR the equivalent.

Drama/Theater Arts: Master's in drama/theater arts/performance OR bachelor's in drama/theater arts/performance AND master's in comparative literature, English, speech, literature, or humanities OR the equivalent.

Economics: Master's in economics OR bachelor's in economics AND master's in business, business administration, business management, business education, finance, or political science OR the equivalent.

Engineering: Master's in any field of engineering OR bachelor's in any of the above AND master's in mathematics, physics, computer science, chemistry, or geology OR bachelor's in any field of engineering with a professional engineering license OR the equivalent.

ESL: Master's in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis OR bachelor's in TESL, TESOL, English with TESL certificate, linguistics with TESL certificate, or applied linguistics with TESL certificate AND master's in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, or any foreign language OR the equivalent.

Family and Consumer Studies: Master's in family and consumer studies, life management/home economics OR bachelor's in either of the above AND master's in child development, early childhood education, or human development, fashion, clothing and textiles, housing/interior design or dietetics and food administration OR the equivalent.

Health: Master's in health science, health education, biology, nursing, physical education, dietetics, or nutrition OR bachelor's in any of the above AND master's in public health, health education, biology, or any biological science OR the equivalent.

Health Services Nursing: Master's in nursing OR bachelor's in nursing, PHN, AND master's in health education, sociology, psychology, counseling, health care administration, public health, or community health OR the equivalent.

Instructional Design/Technology: Master's in instructional design/technology OR the equivalent.

Journalism: Master's in journalism or communication with a specialization in journalism OR bachelors in either of the above AND master's in English, history, communication, literature, composition, comparative literature, any social science, business, business administration, marketing, graphics, or photography OR the equivalent.

Law: JD or LLB OR meet qualifications in the discipline of the application OR the equivalent.

Management: Master's in business administration, business management, business education, marketing, public administration, or finance OR bachelor's in any of the above AND master's in economics, accountancy, taxation, or law OR the equivalent.

Marketing: Master's in business administration, business management, business education, marketing, advertising, or finance OR bachelor's in any of the above AND master's in economics, accountancy, taxation, or law OR the equivalent.

Mass Communication: Master's in radio, television, film, or mass communication OR bachelor's in any of the above AND master's in drama/theater arts, communication, speech, speech communication, or business OR the equivalent.

Nursing: Master's in nursing OR bachelor's in nursing AND master's in health education or health science OR the equivalent OR the minimum qualifications as set by the Board of Registered Nursing, whichever is higher.

Nutritional Science/Dietetics: Master's in nutrition or dietetics, or dietetics and food administration OR bachelor's in any of the above AND master's in chemistry OR the equivalent.

Office Management: Master's in business, business administration, or business education OR bachelors in any of the above and a master's in vocational education OR the equivalent.

Recreation Administration: Master's in recreation administration, or physical education OR bachelor's in either of the above AND master's in dance, gerontology, or public administration OR the equivalent.

Disciplines In Which The Master's Degree Is Not Generally Expected Or Available

Work experience provides the mastery of the subject matter needed in the disciplines on this list. The degrees required are to ensure sufficient general education and understanding of the community and higher education in general. An associate's degree or better in any discipline contributes towards these objectives. Therefore, the proposal here is that every discipline is reasonably related to the disciplines on this list.

To be hired or assigned to offer instruction in a discipline on this list, one would have to possess two years of experience in that discipline with any bachelor's degree or better and any certificate or license required to do that work or six years of experience in that discipline with any associate's degree and any certificate of license required to do that work. Each local academic senate shall, by joint agreement with the local governing board, establish a hiring process and equivalency process. Through these processes, the determination can be made whether a particular person has the required degree and experience or the equivalent.

The list of "areas also included in the discipline" is not exhaustive. The attempt was to list explicitly those areas in which someone might not be sure otherwise whether he or she was excluded or just overlooked.

Discipline	**Areas Also Included in the Discipline**
Administration of justice	Police science, corrections, law enforcement
Aeronautics	Airframe and power plant, aircraft mechanics, aeronautical engineering, technician avionics
Agricultural business and related services	Inspection, pest control, food processing/meat cutting
Agricultural engineering	Equipment and machinery, farm mechanics
Agricultural production	Animal science, plant science, beekeeping, agriculture
Air conditioning, refrigeration, heating	Solar energy technician
Animal training and management	Exotic animal training

Discipline	**Areas Also Included in the Discipline**
Appliance repair	Vending machines
Apprenticeship programs	
Architecture	
Auto body technology	Antique and classic auto restoration, auto mechanics
Auto mechanics	
Aviation	Flight, navigation, ground school, air traffic control
Banking and finance	
Barbering	
Bicycle repair	
Bookbinding	
Building codes and regulations	Inspecting of construction, building codes, contractor training
Building maintenance	
Business machine technology	
Cabinet making	
Cardiovascular technology	
Carpentry	
Ceramic technology	
Commercial art	Signmaking, lettering packaging, rendering
Commercial music	
Computer information systems	Computer network installation
Computer service technology	
Construction management	
Construction technology	

Discipline	**Areas Also Included in the Discipline**
Cosmetology	
Court reporting	
Culinary arts/food technology	Food service, meat cutting, baking, waiter/waitressing, bartending
Dental technology	Dental assisting, dental hygiene
Diagnostic medical technology	Diagnostic medical sonography, neurodiagnostic technology
Diesel mechanics	
Dietetic technician	
Drafting	
Electricity	Electrical power distribution
Electromechanical technology	Industrial mechanical technology
Electronics	Avionics
Electronics technology	Radio, television, and computer repair
Electromicroscopy	
Electroplating	
Emergency medical technician	Technologies
Engineering technologies	Surveying, engineering aides
Equine science	Equine training, equitation, farrier science, horse pack management
Estimating	
Fabric care	Laundry and dry cleaning
Fashion and related technology	Merchandising, design, production
Flight attendant training	
Fluid mechanics technology	
Forestry/natural resources	Range management; soil, air, and water resources; fish/wildlife management; parks and recreation

Discipline	**Areas Also Included in the Discipline**
Furniture making	
Graphic arts	Desktop publishing
Gunsmithing	
Hazardous material abatement	
Health care ancillaries	Medical assisting, hospice worker, home certified nurse aide, health aide, ward clerk, central service technology
Heavy duty equipment mechanics	
Hotel and motel services	
Industrial design, industrial maintenance	
Industrial relations	
Industrial safety	
Industrial technology	Foundry occupations
Interior design	
Janitorial services	
Jewelry	
Labor relations	
Labor studies	
Laser technology	Laser electro-optics technology
Legal assisting	Paralegal
Library technology	
Licensed vocational nursing	
Locksmithing	
Machine tool technology	Tool and die making

Discipline	**Areas Also Included in the Discipline**
Manufacturing technology	Quality control, process control
Marine diving technology	
Materials testing technology	Descriptive testing or nondescriptive examination
Media production	
Medical assistant	
Medical instrument repair	
Medical record technology	
Mining and metallurgy	Oilfield operations
Mortuary science	
Motorcycle repair	
Music management	Music merchandising
Musical instrument repair	
Nursing ancillaries	
Nursing science: clinical practice	Certified nurse aide, home health aide
Occupational therapy assisting	
Office technologies	Secretarial skills, office systems, word processing
Ornamental horticulture	Landscape horticulture, design, maintenance, landscaping architecture, floristry, floral design
Pharmacy technology	
Photographic technology/ commercial photography	
Physical therapy assisting	
Piano tuning and repair	
Plastics	

Discipline	**Areas Also Included in the Discipline**
Plumbing	
Printing technology	Typography, composition, printing
Private security	Security management, safety/accident control, hazardous substance management, crime prevention
Prosthetics and orthotics	
Psychiatric technician	
Public relations	
Radiologic technology	
Radiation therapy	
Real estate	
Rehabilitation technician	
Respiratory technician	
Respiratory technologies	
Restaurant management	
Retailing	Purchasing, merchandising, and sales
Robotics	Computer integrated manufacturing
Sanitation and public health technology	
Search and rescue	
Sewage treatment	
Sheet metal	
Ship and boat building and repair	
Shoe rebuilding	
Sign language	
Small engine mechanics	

Discipline	**Areas Also Included in the Discipline**
Stagecraft	
Steam fitting	
Surgical technology	
Telecommunication technology	
Transportation	Dispatching
Travel services	
Upholstering	
Vision care technology	
Watch and clock repair	
Water treatment	
Welding	

The Academic Senate for the California Community Colleges recommended to the Board of Governors the following minimum qualification for faculty in nonteaching positions:

Child Care Center Director:	See Child Development Discipline
Financial Aide Officer:	Any master's degree
Learning Resources Coordinator:	Any master's degree
School Psychologist:	Licensed in California as a Clinical Psychologist
Work Experience Coordinator:	Any master's degree

For any faculty position which has not been identified on this or some other disciplines list, the minimum qualification for hire shall be a master's degree in a discipline reasonably related to the position.

The Academic Senate for the California Community Colleges recommended to the Board of Governors the following minimum qualifications for apprenticeship faculty:

1. For hire as an instructor within the area of apprenticeship, an individual who is currently credentialed may continue to teach for the life of the credential,

OR

2. Meet the current minimum qualifications.

After July 1, 1993, disciplines taught within the area of apprenticeship instruction shall require for hire any ONE of the following:

1. Completion of an associate degree plus 4 years of verified occupational experience in the subject matter area to be taught.
2. Six years of occupational experience AND a journeyperson's certificate in the subject matter area to be taught AND completion of at least 18 semester units of college level coursework in general education or education (materials, methods, and evaluation) from an accredited institution.

Appendix 12

California Annual Planning Data: Summary Section

This appendix section presents the Table of Contents and Introduction portion of the larger report. The planning team has a complete copy of the report and has used it for project decision making. These pages are included to demonstrate secondary data sources used in developing the State Plan.

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California, 1991

August 1992

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ANNUAL PLANNING INFORMATION

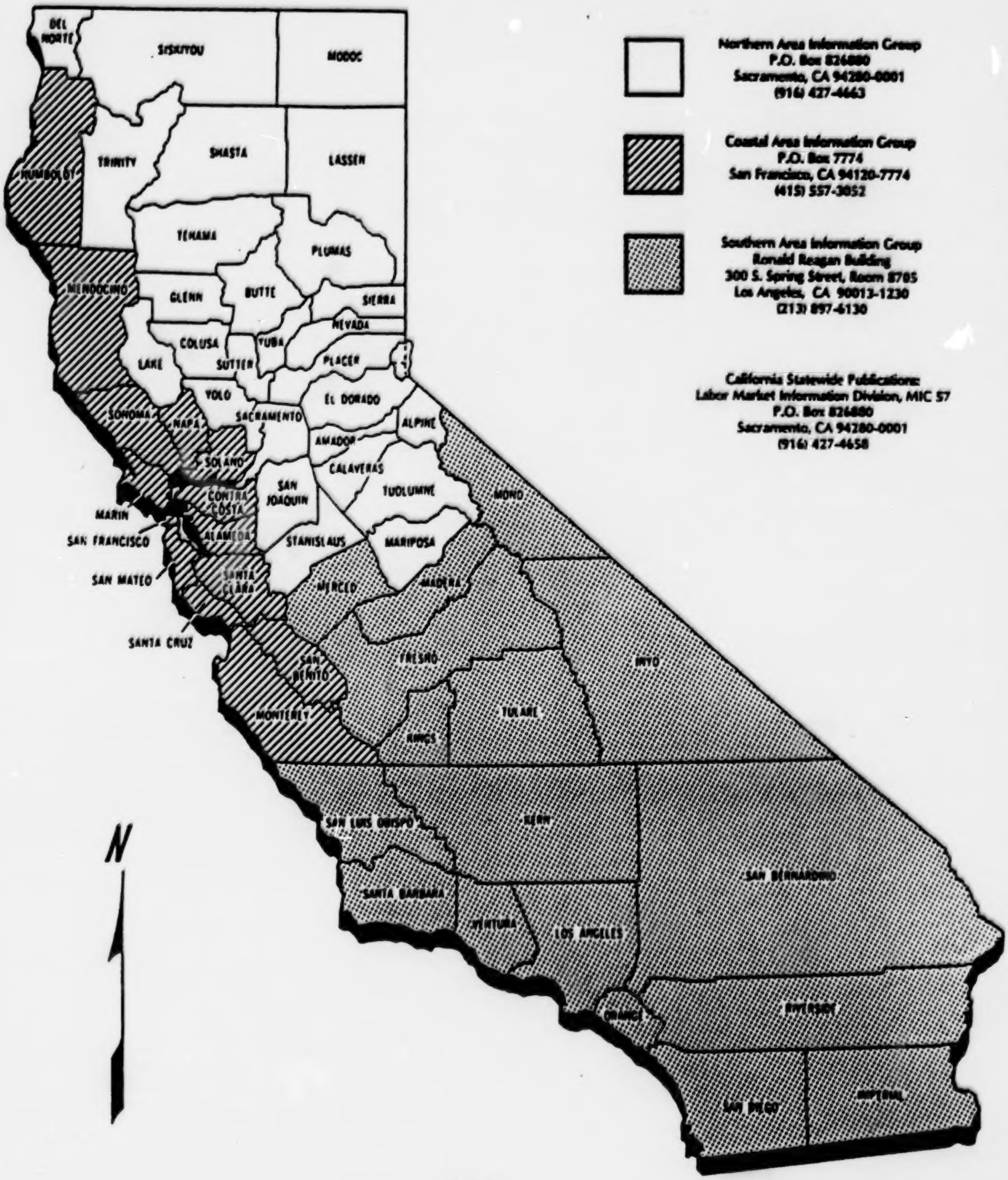
CALIFORNIA

1991

Employment Development Department
Labor Market Information Division
Guides and Economic Research Group

August 1992

AREA INFORMATION GROUPS
LABOR MARKET INFORMATION DIVISION
EMPLOYMENT DEVELOPMENT DEPARTMENT



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FORWARD

The Annual Planning Information Report provides an economic profile of California, analysis of recent changes in the labor market, and a short and long run economic outlook. Data and analysis are presented for the calendar year 1991 and monthly data through June 1992. The Report is designed to meet the informational needs of governmental agencies, administrators, educators, researchers and other interested persons. This statewide publication complements a series of planning bulletins for individual counties and metropolitan areas.

This report is a product of the Labor Market Information Division (LMID) of the California Employment Development Department (EDD). LMID carries out a comprehensive labor market information program for California and its many labor market areas.

This annual report uses the latest data available at the time of publication. However, much of these data are updated throughout the year and published in other, more frequent LMID publications, including:

- Labor Market Conditions in California, published monthly, provides labor market data, wage and salary employment and unemployment insurance information for California, with some U.S. comparison data.
- California Labor Market Bulletin, published monthly, provides information on employment and unemployment. The report describes recent industry trends.
- California Labor Market Bulletin - Statistical Supplement, published monthly, provides a detailed breakout of employment by industry for the state and largest areas. It also contains the average weekly earnings and hours worked by industry for the state.
- Monthly Labor Force Data for Counties, Report 400C, contains statistics on civilian labor force, employment and unemployment for the counties in California.
- California Labor Market Forecast, published three times a year, presents forecasts of California's employment and unemployment by quarter for a two-year period.

In addition to published reports, LMID maintains the automated California Economic Database System (CEDS), which contains labor force, demographic information, and wage and salary employment by metropolitan statistical area; average weekly earnings by industry; selected national economic indicators; and, quarterly forecast of employment and unemployment. Information on CEDS can be accessed electronically, using a modem and personal computer.

LMID staff can also provide specialized data and analytical assistance. To find out about available information and services, or to receive one of the publications listed above, contact one of the LMID offices listed on the preceding map.

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HIGHLIGHTS

Recent economic trends in California are dominated by recurring themes from the national economy: credit crunch, low consumer spending, weak business investment and decreased defense spending.

The U.S. economy is in a sluggish recovery from the 1990-91 recession. GDP grew just 2.0 percent from the first quarter of 1991 to the second quarter of 1992, after declining 2.2 percent over the previous three quarters.

Unlike the U.S., California has shown few signs of recovery:

- Over 600,000 jobs have been lost in California from June 1990 to June 1992.
- All major sectors of the economy have lost employment. Since June 1990, construction has lost 153,300 jobs; manufacturing has lost 203,300; and, trade has lost 175,600.
- The number of persons employed in the state fell 1.0 percent from 1990 to 1991. Annual average employment has fallen just three other times since 1950.
- The 1991 annual average unemployment rate was 7.5 percent in California, while the U.S. rate was lower at 6.7 percent. County rates varied from 4.0 percent in Marin County to 21.3 percent in Imperial County.

The Employment Development Department (EDD) forecasts continued sluggishness in the California economy until 1993. Two keys to California's recovery are strengthening of the national recovery and improvement in home building.

- EDD forecasts a 0.5 percent annual increase in civilian employment in 1992, and growth of 2.2 percent in 1993.
- Unemployment rates of over 8 percent are expected to continue through the second quarter of 1993.
- Industry projections by prominent California forecasters expect growth to return to the construction, trade and services industries in 1993. Growth in manufacturing, finance and government is expected to remain sluggish even in 1993.

The long term outlook for California remains good. The bulk of recent job losses are the direct result of the national recession. California still has the fundamental components of a strong economy -- large markets for goods and services, good access to foreign markets, adequate natural resources, a large labor pool, and an improving transportation system. As a result, we expect California to remain one of the nation's largest, most dynamic economies.

Other highlights from this report are:

- Goods-producing industries, including agriculture, mining, construction and manufacturing, account for approximately 23 percent of the state's employment. Service-producing sectors account for approximately 77 percent. The share of employment in goods-producing industries has been decreasing over time.
- California total population reached nearly 31 million in January 1992, a 2.2 percent increase over January 1991. California has been growing at more than twice the U.S. rate since 1981.
- Though still rapid, the population growth in 1991 was slower than California experienced during the last half of the 1980s. The slower growth is primarily attributable to a slowdown in net migration.
- During the 1980s, the representation of non-Hispanic whites decreased from more than two-thirds of the state population to 57 percent.
- According to the 1990 Census, the median age in California was 31.5 years. The median is expected to increase as the baby boomers grow older. But by 2010, Californians will be nearly 4.5 years younger than the national average.
- The number of people in the California labor force reached 14.8 million in 1991 (annual average). This is an increase of 163,000 over 1990, and a doubling since 1965.
- Annual average total civilian employment in California equaled 13.7 million in 1991. When combined with total population data, the 1991 data reveal that every 100 people in California are supported by almost 45 workers. This is slightly less than for the U.S. as a whole, where every 100 people are supported by just over 46 workers.